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ABSTRACT

This guide, designed for the use of teachers in planning and implementing career education programs, is part of the systemwide Project CARE (Career Awareness and Readiness through Education). The guide contains sections for each grade level from kindergarten through twelve, with focus in the elementary level on awareness, in the middle school level on orientation, and in the secondary level on exploration and readiness. Five career concepts are given for each grade, each with corresponding objectives, processes, and outcomes for each concept, along with class activities/resources, thinking skills, and subject content area (e.g., social studies, language arts). Forms for teachers' monthly reports to indicate progress in each objective and activity are appended. (MF)

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ED1566821

A BEHAVIORALLY STATED ACCOUNTABILITY MODEL for CAREER DEVELOPMENT

PROJECT

CARE

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Andrews
INDEPENDENT SCHOOL DISTRICT
ANDREWS, TEXAS

CAREER DEVELOPMENT GUIDE

FOR

PROJECT CARE

Andrews Independent School District
405 N. W. Third Street
Andrews, Texas 79714

CE 012 855

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GENERAL STATEMENT

Career Education is a systematic way to acquaint students with the world of work in the elementary and junior high years and to prepare them in high school to enter and advance in a career field carefully chosen from among many.

Career education must be available at all grade levels . . from kindergarten and before . . to college and beyond. This calls for the basic education subjects (math, science, electives, social studies, language arts) to integrate career orientation into the curriculum and make Career Education the major activity of the classroom experience.

Career Education calls for combining the formal educational experience . . . the classroom . . . with the reality of the world of work. It calls for orienting students towards careers so they are able to make knowledgeable and intelligent career choices when they are ready to make such a decision. This can be accomplished by making students aware of the various occupational groups . . . by having speakers from the world of work talk to classes about their jobs . . . by having youth take career-oriented field trips . . . by providing students the opportunities for hands-on work experiences . . . by making materials available about all types of occupations . . . and by providing for on-the-job experience while still attending school.

The program is one of awareness at the elementary level, orientation at the middle school level and exploration and readiness at the secondary level--all built around a Career Education theme.

The society which scorns excellence

in plumbing because plumbing is a

humble activity and tolerates

shoddiness in philosophy because

it is an exalted activity will

have neither good plumbing nor

good philosophy.

Neither its pipes nor its theories

will hold water.

--John W. Gardner

FOREWORD

The school program is only as good as the individual teachers who have the responsibility of carrying out the instructional activities outlined in the curriculum. No course of study can take the place of the intelligent, enthusiastic, and skillful teacher. However, in order to enhance the position of the teacher and the student, every effort must be made to help the professional staff in planning and executing the daily school program. The primary purpose of this guide is to assist the teacher in maximizing learning by offering ideas and suggestions for use in the classroom.

Realizing that no course of study or curriculum program is complete, we look upon this guide as simply another step in our task to develop the very best possible school program for the patrons of the Andrews School System.

Norman R. Hall
Superintendent of Schools

PREFACE

This guide is designed for use of teachers to plan and implement a program in career education. Since each teacher has his unique methods or approaches, the recommended minimum content is listed. The scope and methods used depend upon the teacher. The teacher must personalize the material to his style of teaching. Teachers and/or departments should meet regularly to plan, coordinate and evaluate career activities. It is not the purpose of this guide to encourage children to make premature decisions concerning career choice, it is imperative that the child have an opportunity over a long period of time to develop a reservior of information, attitudes, and experiences which will serve as a substantial base when these kinds of decisions are made. These concepts were developed with the idea that they were adaptable and pertinent to our area.

Unique strengths and characteristics of the guide are as follows:

(1) stated in behavioral, observable terms

(2) Concept oriented

(3) Fused with the regular instructional program

(4) Directly related to the Guidance program

(5) Thinking skills are designated for activities, and

(6) Emphasis is placed on development of values and attitudes

PREFACE II

This guide is an important part of an even larger system-wide career development project CARE.

CARE is an acronym for Career Awareness and Readiness through Education. The project is a joint effort of the Andrews Independent School District and the Texas Education Agency. At the local level, Career Education occupies a place of prominence by its designation as one of five priority goals for the '70s. At the state level, it is one of eight model projects funded by a state grant.

As a model project, the total Career Development program must be replicable in other school districts. With this in mind, the program design included five clearly designated program components: Awareness -for the Elementary Level; Orientation - for the Middle School; Readiness - for the High School; a Placement Component - to give high school students career information and placement assistance; and a Management Component -to give detailed information concerning the "carrying-out" of the project.

FUNDAMENTAL COGNITIVE SKILLS AND RATIONALE FOR EACH

OBSERVING - The ability to notice one or more attributes of objects, pictures, stories, etc.

Practicing observing helps children become more aware of the multi-faced world in which they live. It fosters the desire and ability to probe beyond the obvious, to differentiate more precisely, to use all their senses and to bring previous experience to bear on new observations. Each child has the opportunity to experience success each time he notices something else and verbalizes his perceptions. The perceptions of others can enrich his own store of information.

By conducting such practices using different materials, teachers can identify how and what individual children observe. Follow-up lessons can then be designed to develop and extend this ability.

RECALLING - The ability to recall specific data from something observed previously.

Recalling requires children to recollect observations they have made in the past. This is a more difficult task than observing something in the present and requires more mental processing than people generally tend to think. Practicing recall encourages children to store their perceptions and bring certain ones back to mind when they are needed. Recalling on focus requires the rejection of irrelevant stored perceptions and the selection and verbalization of those which are relevant to a given focus.

NOTICING DIFFERENCES - The ability to identify one or more differences in attributes of two or more objects, pictures, events, etc.

This skill requires children to isolate characteristics which distinguish two or more things from one another. The ability to determine distinguishing characteristics, even among similar things, is essential to keeping the bases for organization specific and for recognizing the uniqueness of all things.

NOTICING SIMILARITIES - The ability to identify one or more similar attributes of two or more objects, pictures, events, etc.

This skill builds on observations or recollections of the characteristics of single items by asking children to focus on characteristics which are common to two or more items. Commonality is a major basis for organizing different things and is particularly important as the basis for concept formation.

ORDERING - The ability to order objects or events according to given attributes or criteria, e.g. "Which of these is the biggest?" "Which is smallest?" "Which are middle-sized?" etc.

Ordering items requires noticing degrees of difference in certain characteristics of two or more items. It requires not only the discrimination of the characteristic, but the determination of the extent of its presence in comparison with one another. Ordering is another basis for organizing data.

GROUPING - The ability to put together several objects, pictures, etc. based on one or more common attributes or other relationships.

Activities using this skill involve children in seeking any relationship among items; functional, locational, descriptive, etc. The basis for grouping reflects the individual's own concept of relationship among the items. By working in groups on this task, children are able to profit from the different ways different people relate the same data.

CONCEPT LABELING - The ability to give a name or label to an item or a relationship among a group of items.

Labeling is an economical way of thinking of one or more things. By seeking a variety of labels, the teacher fosters the idea that many labels are synonyms, or different symbols for the same idea. This skill is an important one in conceptualization and language development. It permits greater flexibility in promoting the ability to deal with an idea through a symbol rather than with the specific(s) to which it refers.

CLASSIFYING - The ability to include items under a label or with others called by the same name.

Many of the earlier skills, e.g. similarities, differences, and grouping are, technically, classifying skills, but at this level we refer to subsuming items under a label or putting an item with others called by a certain name. Decision-making based on knowledge is required in that the child must decide whether or not a given item belongs with others under a certain general term. To do this, he needs to know what idea the label represents and the critical attributes of anything that would appropriately belong under it or with others called by that name.

CONCEPT TESTING - The ability to differentiate between critical and optional attributes, e.g. "If this cup didn't have a handle, would it still be a cup?"

This task helps children refine their concepts by helping them distinguish critical from optional attributes. By having to accept or reject an item as a member of a class on the basis of changed attributes, he must first, clarify his concept to himself and then, make and defend his decision on the basis of his understanding. The process thus promotes sharpening of definitions, as well as clarification and extension of concepts.

INFERRING CAUSES - The ability to make inferences about how one or more things caused something else.

While people tend to accept the idea that it is natural for children to ask "why" and "what happens because?" our response, too frequently is to imply that there is one "right" answer and that only adults have them. By asking children to probe for what they think are some causes or effects of phenomena they observe, we imply instead, that there are many possible ideas that they can search for and find for themselves and from one another. By asking them to support their inferences, we are, in effect, asking them to "think out loud" and verbalize what led them to their idea. This practice not only encourages children to take responsibility for their comments but, also, helps other children by providing different models for arriving at ideas and by clarifying points so that others can build on them.

INFERRING EFFECTS - The ability to make inferences about the variety of effects of one thing on other things.

Several other important ideas develop through the practice of these inferences. One is the concept of multiple causality, the idea that, generally, few phenomena occur randomly or as a result of a single cause, but rather, as a consequence of many factors acting in concert or in sequence. Another is the concept of multiple consequence, that, generally, phenomena have more than one single effect. A third major idea is that one can "know" or make "educated guesses", on the basis of clues and past experience. Since one cannot and need not witness everything first hand in order to arrive at warranted explanations, knowledge of this power can be most important to the child as he encounters and tries to explain the phenomena in this world.

INFERRING FEELINGS - The ability to make inferences about how people feel in particular situations.

This task is really a special case of inferring causes and effects in which the focus is on human interaction situations where feelings play an important part. Inferring feelings in different situations can promote empathy with others and some clues toward understanding and ultimately finding solutions to human relations problems.

CONCLUDING - The ability to draw conclusions about items or situations based on observations and inferences.

In having children draw and support conclusions, we are asking them for their interpretation of a given situation after a discussion in which many ideas were expressed. Concluding requires more than summarizing in that it asks for both synthesis and decision-making. Children need to decide which ideas are important and how to pull these ideas together into a statement which expresses what they think about the situation. Conclusions, therefore, are individual, though many may come to the same conclusion.

GENERALIZING - The ability to extend conclusions about known situations to others like it.

Generalizing, along with the processes which precede it, is essential to the whole idea of transfer. Because we cannot and need not examine first-hand every situation we will encounter, generalizing is an economical tool for thinking about new situations in terms of our conclusions about those with which we have had experience. Because generalizations have not been tested in all situations to which they have been extended, children need to learn to keep them tentative and qualified and to remain open to revision where exceptions are encountered.

QUESTIONING - The ability to ask pertinent questions about a new situation based on knowledge of similar situations.

In this task, children use what they have learned about situations they have experienced first-hand as a basis for formulating questions about similar, new situations. Questioning is important not only because it reveals the degree of children's awareness of the attributes of something, causes, effects, etc. Also, questioning at this level begins a recycling of the inquiry process at increasingly higher lever of understanding and skill.

ANTICIPATING - The ability to predict possible consequences of a new or changed situation based on knowledge of similar situations.

In predicting possible consequences of a new or changed situation, children are basing their predictions on what they have decided they should be able to expect from such situations. By explaining their predictions, they verbalize the ideas they are applying, and by supplying necessary conditions, they indicate what else they assume is so when they make their predictions. This process provides the opportunity to assess and rethink understandings in the light of new or changed situations. It fosters refinement of knowledge and helps counteract the tendency to hang on to conclusions and generalizations hastily drawn.

MAKING CHOICES - The ability to make choices based on given criteria, for example, "Which of the following would be the best item of clothing to wear if you wanted to keep warm?"

Making choices requires evaluation by deciding the worth or value of given items or situations in terms of certain criteria or sets of conditions. The process requires knowledge of the requirements imposed by the criteria or the conditions, the ability to apply these to the items or situations in question, and the ability to verbalize one's choice and defense.

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PROJECT CARE

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ANDREWS ELEMENTARY SCHOOLS

CAREER AWARENESS

CAREER CONCEPTS

ANDREWS ELEMENTARY SCHOOLS

CAREER AWARENESS

1. KNOWING AND ACCEPTING YOURSELF IS NECESSARY FOR DEVELOPING A POSITIVE SELF-CONCEPT.
2. SOME WORKERS PRODUCE GOODS; OTHERS PRODUCE SERVICES.
3. IN MANY CAREERS COOPERATION AMONG WORKERS IS ESSENTIAL.
4. INDIVIDUALS NEED SPECIAL TRAINING FOR MOST CAREERS.
5. SCHOOL IS PART OF THE PREPARATION FOR A CAREER.
6. ALL WORK NEEDED BY SOCIETY IS HONORABLE.

PROJECT CARE

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KINDERGARTEN

KINDERGARTEN

K.1 CONCEPT I: KNOWING AND ACCEPTING YOURSELF IS NECESSARY FOR DEVELOPING A POSITIVE SELF CONCEPT.

GOAL: For the student to determine who he is, evaluating his interests, abilities, values, needs and other characteristics. It is essential that he become aware of himself and acquire a sense of purpose. He needs to realize that self-understanding can point to occupational interests. Part of the preparation for the world of work is for the student to learn about himself.

OBJECTIVE	PROCESS	OUTCOME
K.11 The kindergarten child will identify characteristics of himself that help him relate to the world of work.	K.111 The kindergarten student will become aware of the tasks he performs best after completing at least two of the suggested activities.	85% of the students will be aware of the tasks he can perform best, as measured by teacher observation. EVALUATION: AISD rating scale.

ACTIVITIES - RESOURCES	THINKING SKILLS	CONTENT AREA
K.111 1. Act out jobs I do: (a) at school (b) at home	1. Recalling Making choices	1. Language Arts
2. Use classroom Job Chart for jobs each student is responsible for.	2. Making choices	2. Language Arts
3. Have children cut pictures from magazines or other periodicals showing children helping at home. Classify as to those they <u>do</u> at home and those they <u>do not</u> do.	3. Observing Classifying recalling	3. Langugage Arts
4. Dramatize chores that they can do at home. Dramatize jobs they cannot do.	4. Noticing differences and similarities. Recalling Concluding Classifying	4. Language Arts Art
5. Let students draw pictures of a chore they like to do at home.	5. Recalling	5. Language Arts Art
6. Duso Kit I - Book II Story VI - Duso and Squeaker Elementary Counselor	6. Recalling Inferring feelings Inferring cause and effect	

OBJECTIVE	PROCESS	OUTCOME
	K.112 The kindergarten student will become more aware of his interactions with others after completing the activities.	85% of the students will respond verbally and be able to pantomime different ways to interact with others, as observed by the counselor. EVALUATION: AISD rating scale.

ACTIVITIES - RESOURCES	THINKING SKILLS	CONTENT AREA
K.112 1. Cut pictures from magazines showing girls and boys interacting with others. Discuss elements of interaction.	1. Observing Noticing differences and similarities Inferring cause and effect Inferring feelings	1. Art
2. Duso - Unit I. Complete this. Elementary Counselor	2. Inferring cause and effect	2. Oral Communication
3. Use Self Concept Teaching Strategies (Resource Guide Pages 70-84)	3. Making choices Inferring cause and effect Inferring feelings	3. Language Arts Oral Communication

KINDERGARTEN

K.2 CONCEPT VI: ALL WORK NEEDED BY SOCIETY IS HONORABLE.

GOAL: Since occupational development is now generally perceived as a life-long process which begins in childhood, the goal is for the student to develop an awareness that all work exists for a purpose. The emphasis is on the fact that there is dignity in all work and that work is important to the worker and to society. It is important that the student has insight into a realistic view of the world of work as well as an established positive attitude toward work.

OBJECTIVE	PROCESS	OUTCOME
K.21 The kindergarten students will state that our society needs many types of workers and any worker can bring dignity to his work.	K.211 The kindergarten students will study about a wide variety of different kinds of jobs people do.	After engaging in 4 of the suggested activities, kindergarten students will be able to name 4 different kinds of jobs and describe their contributions. EVALUATION: AISD rating scale.

ACTIVITIES - RESOURCES	THINKING SKILLS	CONTENT AREA
K.211 1. Children look through magazines, newspapers, etc. and gather pictures of workers engaged in various work roles. A bulletin board can be made with the children's materials.	1. Observing Concluding Generalizing	1. Language Arts Art
2. Have each child ask his parents what they feel work is. On a bulletin board place the caption "WORK IS . . ." and arrange the definitions the children have brought from home. Have the students discuss the different definitions.	2. Noticing differences and similarities	2. Oral and Written Communication
3. Develop a class book of drawings showing how each child helps at home. Follow up discussions what would happen if no one did these jobs.	3. Recalling Concluding Inferring cause and effect Anticipating	3. Art Language Arts
4. Read occupational poems from the booklet "What Will I Be From A to Z?" (See Elementary Career Resource Guide). Follow up discussions what would happen if no one did these jobs.	4. Noticing differences and similarities Anticipating	4. Oral Communication Langugage Arts
5. Invite resource people and parents to come in to speak to the children. They could come in uniform and bring tools to illustrate their occupation.	5. Observing Concluding Questioning	5. Social Studies Oral Communication
6. Students may complete a "Job Tree" on their own family, depicting the jobs held by as many family members and relatives as possible. (See Supplementary Materials page 85). Describe and discuss the jobs presented.	6. Observing Concluding Recalling	6. Langugage Arts
7. Use World of Workers for supplementary poems, pictures and puzzles. (See Elementary Resource Guide Page 3).	7. Observing Concluding Recalling	7. Language Arts

OBJECTIVE	PROCESS	OUTCOME
	K.212 The kindergarten students will study about jobs their parents, relatives and friends do, and how different jobs are needed in our communities.	After engaging in 3 of the activities, the students will be able to state positive contributions of workers to our community. EVALUATION: AISD Rating Scale

ACTIVITIES - RESOURCES	THINKING SKILLS	CONTENT AREA
K.212 1. Children bring in tools and/or clothing used by parents, relatives, friends on their jobs. Discuss each job and explain how the tools are used. The class may keep a list with the help from the teacher of the work roles they discover.	1. Observing Recalling Noticing differences and similarities Generalizing	1. Social Studies Language Arts Oral Communication
2. Have Children play charades enacting the occupations of one of their parents. Let the other children guess what the parent does	2. Observing Concluding Questioning Noticing differences and similarities	2. Language Arts
3. Act out as presented by the teacher this or a similar imaginary situation: "Suppose everyone wanted to be one of these workers when he grew up--policeman, fireman, milkman, doctor,etc." Use these questions to guide a discussion: A. What are some jobs that would never be performed unless some of these workers changed their minds: B. What would one's daily life lack? C. How might our lives be different?	3. Observing Inferring cause and effect Inferring Feelings Anticipating	3. Social Studies Language Arts Science Math
4. Pupils may play the "Occupational Field Game" by guessing a surprise helper whose work is directly associated with the pair recited by the teacher. (Resource Guide page 86)	4. Questioning Noticing similarities Grouping Observing	4. Language Arts
5. View the filmstrips and discuss the various workers. Films - (WTEC) MP71347 - "What is a Community?" MP68141 - "A Community Keeps Healthy." MP68714 - "What Do Fathers Do?" MP68240 - "Farmer Don and the City."	5. Observing Noticing differences and similarities Concluding Questioning	5. Oral Communication

PROJECT CARE

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GRADE ONE

FIRST GRADE

1.1 CONCEPT I: KNOWING AND ACCEPTING YOURSELF IS NECESSARY FOR DEVELOPING A POSITIVE SELF CONCEPT.

GOAL: For the student to determine who he is, evaluating his interests, abilities, values, needs and other characteristics. It is essential that he become aware of himself and acquire a sense of purpose. He needs to realize that self-understanding can point to occupational interests. Part of the preparation for the world of work is for the student to learn about himself.

OBJECTIVE	PROCESS	OUTCOME
1.11 The first year student will identify 4 things about himself and his world.	1.111 After completing two of the activities, the student will be able to describe himself, relating two physical characteristics, and two characteristics of his value system.	85% of the students will describe themselves in relationship to their families EVALUATION: AISD rating scale
	1.112 After completing 2 of the activities, the student will name his responsibilities in his home and his preferences for certain tasks.	75% of the students will name their responsibilities as measured by teacher observation. EVALUATION: AISD rating scale.

ACTIVITIES - RESOURCES	THINKING SKILLS	CONTENT AREA
1.111		
1. Using a tape recorder, the child will talk about himself, who he is, where he lives, his family and anything else he feels is important about himself.	1. Recalling Noticing differences and similarities Making choices	1. Oral Communication Language Arts
2. Using yarn and construction paper, the child will create a facsimile of himself.	2. Noticing differences & similarities	2. Art
1.112		
1. Have each child make a large picture of something he likes to do.	1. Recalling Inferring cause and effect Inferring Feelings	1. Art
2. Have each child make a large picture of something he does not like to do.	2. Recalling Inferring cause and effect Inferring Feelings	2. Art
3. Give each child a piece of paper and ask him to keep a chart of his home jobs. At the end of a week, have each chart brought back to school to be shared with others.	3. Recalling Observing Noticing differences & similarities Inferring cause and effect	3. Written communication
4. After discussing jobs with his family, the child will try to find a new job to do at home.	4. Anticipating Making Choices	4. Oral Communication
5. Duso Kit I - Book II Story "Thaddeaus Platypus" Duso Kit Elementary Counselor	5. Recalling	5. Language

OBJECTIVE	PROCESS	OUTCOME
	1.113 After completing the activities of different ways one reacts to different situations, the first year student will be more accepting of feelings.	85% of the first year students will describe 3 feelings people have and 2 acceptable ways of expressing them. EVALUATION: Teacher observation.

ACTIVITIES - RESOURCES	THINKING SKILLS	CONTENT AREA
1.113 1. Duso Kit I - Units 3 and 4 Stories, Puppets and Role Playing Duso Kit I Elementary Counselor	1. Inferring cause and effect	1. Oral Communication
2. Use Self Concept Teaching Strategies Resource Guide, Pages 70-84)	2. Making choices Inferring cause and effect Inferring Feeling	2. Language Arts Oral Communication

FIRST GRADE

1.2 CONCEPT II: SOME WORKERS PRODUCE GOODS; OTHERS PRODUCE SERVICES.
GOAL: For the student to become aware of the fact that it is wanting goods and services that motivates most people to work, trade, buy, sell, and engage in other economic acts. It is important that the student realize: (1) a society needs both producers of services and producers of goods and (2) workers who produce services and workers who produce goods are dependent on each other.

OBJECTIVE	PROCESS	OUTCOME
1.21 After a study about workers, first grade students will identify producers of goods and producers of services.	1.211 The students will name workers who produce goods and construct a list of 1 to 5 goods each worker produces.	90% of the students will identify producers of goods. EVALUATION: AISD rating scale.

ACTIVITIES - RESOURCES	THINKING SKILLS	CONTENT AREA
1.211 1. Find pictures of workers who produce goods: make a scrapbook using the pictures	1. Observing Recalling Grouping Classifying	1. Art
2. Children make a list or bulletin board of "The Workers Who Come to My Home (or School)." Workers who somehow provide goods directly or which directly affect the life of the child are to be used. Discuss how the lives of the students would be changed if no workers provided these goods.	2 Observing Noticing Differences & Similarities Recalling Anticipating	2. Language Arts Art Social Studies
3. Ask each pupil to name or bring to class one article used by his family (goods).	3. Recalling Observing Making Choices	3. Oral Communication
4. Ask the pupil to discuss with a working member of his family: A. In what way he is a producer of goods B. What other workers does he help to do their jobs well? C. What other workers help him to do his job well?	4. Questioning Observing Recalling Noticing Differences & Similarities Generalizing Concluding	4. Language Arts

OBJECTIVE	PROCESS	OUTCOME
	1.212 The student will name workers who produce services and construct a list of one to three services each worker provides	90% of the students will identify providers of services EVALUATION: AISD rating scale

ACTIVITIES - RESOURCES	THINKING SKILLS	CONTENT AREA
1.212 1. Find pictures of workers who produce services, make a scrapbook using the pictures	1. Observing Recalling Noticing Differences and similarities Grouping	1. Art
2. Ask each pupil to name one public service his family uses in the community	2. Recalling Generalizing Making Choices Concluding	2. Language Arts
3. Ask the pupil to discuss with a working member of his family: A. Is he a producer of services? B. If he is a producer of services, what services does he provide for the community? What services does he provide for individuals?	3. Recalling Observing Making Choices Concluding	3. Oral Communication
4. Read to the pupils about duties of workman from stories. Then have the pupils role-play these duties. Allow classmates to tell if the work involved is the production of goods and/or services.	4. Recalling Observing Generalizing Grouping Classifying	4. Language Arts
5. Have the pupils make a collage mural of illustrated pictures of various neighborhood workers who are producers of goods and/or services.	5. Concluding Making Choices Recalling Noticing Differences and similarities	5. Language Arts Social Studies
6. Play the "Grape Job Cluster Game." List on it, workers who produce goods/services. (See Resource Guide, Pages 87 & 88)	6. Recalling Generalizing Concluding Noticing Differences and similarities Making Choices	6. Art

OBJECTIVE	PROCESS	OUTCOME
	1.212 The students will name workers who produce services and construct a list of one to three services each worker provides	90% of the students will identify providers of services. EVALUATION: AISD rating scale

ACTIVITIES - RESOURCES	THINKING SKILLS	CONTENT AREA
1.212 7. View the films and determine what services are provided by the workers. Films - (WTEC) MP71343 - "Our Community Services" MP68473 - "Modern Post Office" MP68091 - "Buses That Serve the Community" MP68163 - "A Day with Fireman Bill"	7. Noticing Differences and similarities Recalling Making Choices Concluding	7. Language Arts Social Studies
8. Discuss favorite TV personality. Decide if a producer of services or goods and tell what services and goods they produce.	8. Recalling Making Choices Noticing Differences and similarities	8. Language Arts Oral Communication
9. Use Weekly Reader Awareness Program Picture to select producers of goods and services See Elementary Guide, Page 3	9. Making Choices	9 Oral Language

PROJECT CARE

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GRADE TWO

SECOND GRADE

2.1 CONCEPT I: KNOWING AND ACCEPTING YOURSELF IS NECESSARY FOR DEVELOPING A POSITIVE SELF-CONCEPT.

GOAL: The goal is for the student to determine who he is, evaluating his interests, abilities, values, needs and other characteristics. It is essential that he become aware of himself and acquire a sense of purpose. He needs to realize that self-understanding can point to occupational interests. Part of the preparation for the world of work is for the student to learn about himself.

OBJECTIVE	PROCESS	OUTCOME
2.11 The second grade students will describe ways that families and individuals are alike in some ways and different in some ways.	2.111 After completing at least three of the listed activities, the students will describe ways that families and individuals are alike.	95% of the students will name three ways in which people are similar. EVALUATION: AISD Rating Scale

ACTIVITIES - RESOURCES	THINKING SKILLS	CONTENT AREA
2.111 1. Conduct a class discussion of the similarities among the children in the class--boys, girls, only child in family, one sister, one brother, many brothers and sisters.	1. Noticing Differences and Similarities	1. Oral Communication
2. Cut the major parts of the body from construction paper, or the children can cut arms, legs, heads and trunks from magazines. Spread out the cutouts of parts of the body. Then have the children assemble and paste the figures. See if they have the right parts of the body in the right places.	2. Observing	2. Art
3. Let three or four children leave the room. Designate one child to describe to the children remaining in the room the facial characteristics of one of those who has left. Can the class guess which of the children has been described?	3. Observing Recalling Noticing Differences and Similarities Making Choices	3. Oral Communication Science
4. Conduct an elimination game. Ask all the children with brown hair to stand up. Then have those with blue eyes sit down; then have those with green or hazel eyes sit down. Only those with brown eyes would remain standing. Ask how the children with brown eyes and brown hair are alike; then ask if they are exactly alike.	4. Observing Classifying Noticing Similarities & Differences	4. Oral Communication Science
5. Have each child draw a picture of his family. Show to the class and let the students who are only children stand together, ones with one sibling stand together, etc. Discuss how the families are alike and different.	5. Classifying Observing Noticing Similarities & Differences	5. Health

OBJECTIVE	PROCESS	OUTCOME
	2.112 After completing at least three of the activities, the students will describe ways that families and individuals are different.	95% of the students will name three ways in which people differ. EVALUATION: AISD Rating Scale

ACTIVITIES - RESOURCES	THINKING SKILLS	CONTENT AREA
2.112 1. Have students order 5 select students from shortest to tallest, from lightest to darkest, smallest to largest, and youngest to oldest.	1. Making Choices Observing Classifying Noticing Differences and Similarities Ordering	1. Oral Communication
2. Ask the children to come to class with observations related to this investigation: "As you watch television, or look through a newspaper or magazine, find one person who is like you, and one who is different from you. Be able to tell the class: how one was like you, and how one was different."	2. Noticing Differences and Similarities Observing Making Choices	2. Oral Communication
3. Duso Kit I - Units 5 and 6 Stories, Puppets and Role Playing Duso Kit I Elementary Counselor	3. Inferring Cause and Effect	3. Oral Communication
4. Use Self Concept Teaching Strategies (Resource Guide, Pages 70-84)	4. Making Choices Inferring Cause and Effect	4. Language Arts Oral Communication

OBJECTIVE	PROCESS	OUTCOME
	2.113 After completing the activities, the students will identify the changes both physically and in thoughts of people as they mature	90% of the students will name four changes they have observed in their Maturation. Evaluation: Teacher Observation

ACTIVITIES - RESOURCES	THINKING SKILLS	CONTENT AREA
2.113 1. Ask the children to bring to school baby pictures of themselves, and identify their pictures. Have them close their eyes and imagine themselves as babies. Then ask them to think about how they have changed. Draw pictures of how they expect to look in ten years, 30 years, and 50 years.	1. Inferring Cause and Effect Anticipating	1. Language Arts
2. Have students keep a personal growth chart. List birthday, fingerprints, height and weight for each month. Keep examples of art work or handwriting from beginning to end of year, make into a calendar with examples for each month for 1975-76.	2. Noticing differences & Similarities Ordering	2. Math Language Arts Art
3. Read poems such as "Grownups," "Little," and "Feet."	3. Observing	3. Language Arts
4. Read "Grandfather and I"	4. Observing Noticing differences & Similarities	Language Arts

2.2 CONCEPT III: IN MANY CAREERS, COOPERATION AMONG WORKERS IS ESSENTIAL.

GOAL: The goal is for the student to form attitudes, habits and understanding of the world of work. These are all important in enabling students to make later successful adjustments to the work-a-day world. It is essential for students to understand the interdependency of workers within our society and the need for cooperation in work. The ability to communicate effectively helps a person work well with other people. Cooperation is essential in the world of work.

OBJECTIVE	PROCESS	OUTCOME
Upon completion of the study of cooperation among workers, the second grade students will demonstrate the concept of cooperation.	2.211 After completing the activities, the students will display an awareness that cooperation is necessary in school work.	85% of the students will describe the concept of cooperation. EVALUATION: AISD Rating Scale

ACTIVITIES - RESOURCES	THINKING SKILLS	CONTENT AREA
2.211 1. You may introduce the importance of people working together cooperatively by showing one of the suggested films or by reading a book on beginning responsibilities in the classroom and at home: Films - (WTEC) MP68142 - "A Community Keeps House" MP71235 - "Communities Depend on Each Other" MP68067 - "Behind the Scenes at the Supermarket" MP71208 - "Getting Along with Others" MP71073 - "Values - Cooperation"	1. Observing Inferring Cause and Effect Inferring Feelings Generalizing	1. Language Arts
2. Ask the children why they work as they do in school. Then identify several reasons why responsibility is important in the classroom and at home.	2. Concluding Generalizing Inferring Feelings Inferring Cause and Effect Recalling	2. Oral Communication
3. Ask the children to talk with their parents about their job. Is there a need for cooperation among the workers where the parents work? Discuss the value of work and the necessity of getting along with others.	3. Observing Recalling Inferring Cause and Effect Inferring Feelings Questioning Making Choices	3. Language Arts

OBJECTIVE	PROCESS	OUTCOME
	2.211 After completing the activities, the students will display an awareness that cooperation is necessary in school work.	85% of the students will describe the concept of cooperation. EVALUATION: AISD Rating Scale

ACTIVITIES - RESOURCES	THINKING SKILLS	CONTENT AREA
2.211 4. Give groups of 5 students a task to do in which each student knows only one part of what has to be done and can do only that job. This forces cooperation i.e. Build a geodesic ball. 1. Cut circles dittoed on construction paper. 2. Draw an equalateral triangle on each circle. 3. Draw the circle on the sides of the triangle. 4. 2 people glue flaps together to form ball. Follow with discussion. How did you feel being on a team? What did you do to help your team? How was this different from doing the whole thing by yourself?	4. Observing Recalling Noticing Similarities and differences	4. Art Oral Communication
5. Use Community Careering - Games and Puzzle. See Elementary Resource File.	5. Questioning Concluding Inferring Cause and Effect	5. Language Arts

OBJECTIVE	PROCESS	OUTCOME
	2.212 After completing the activities, the students will be able to give examples of cooperation among workers.	80% of the students will describe examples of cooperation among workers. Evaluation: AISD Rating Scale

ACTIVITIES - RESOURCES	THINKING SKILLS	CONTENT AREA
2.112 1. Let the students participate in games and relays that emphasize group cooperation. After the game discuss what caused them to win or loose and how they felt about themselves and others as they played.	1. Inferring Feelings Inferring Cause and Effect Generalizing	1. Physical Education
2. Students work in pairs to accomplish a task. After the task is completed ask the children to discuss the influence they had on the task and how they had to compromise with each other to get it done.	2. Inferring Feelings Inferring Cause and Effect Concluding Observing	2. Language Arts
3. Read aloud the items on the Job Activity Sheet in the Resource Guide Page 89. Ask the students to answer "yes" or "no" to indicate which items are group activities and which are individual activities. Discuss how lack of cooperation influences job or personal success.	3. Recalling Observing Inferring Feelings Inferring Cause and Effect Concluding	3. Oral Communication
4. Read aloud items on the School Activities Sheet in the Resource Guide Page 90. Determine with the class which require cooperation and which may not require cooperation among people.	4. Recalling Observing Concluding	4. Language Arts
5. A classroom mural uses the combined work of many children and therefore is good in teaching the interdependency and cooperation of people working together. In order for students to see this interdependency and cooperation, view the film, "Everyone Helps in A Community." Film - (WTEC) MP68231 - "Everyone Helps in A Community"	5. Observing Concluding Recalling Inferring Cause and Effect Inferring Feelings	5. Language Arts Art

PROJECT CARE

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GRADE THREE

THIRD GRADE

3.1 CONCEPT I: KNOWING AND ACCEPTING YOURSELF IS NECESSARY FOR DEVELOPING A POSITIVE SELF-CONCEPT.

GOAL: The goal is for the student to determine who he is, evaluating his interests, abilities, values, needs and other characteristics. It is essential that he become aware of himself and acquire a sense of purpose. He needs to realize that self-understanding can point to occupational interests. Part of the preparation for the world of work is for the student to learn about himself.

OBJECTIVE	PROCESS	OUTCOME
3.1 Upon completion of the study about self, the student will describe his abilities and limitations.	3.111 After completing three of the Duso Units and the other two activities, the student will have more awareness of his strengths and weaknesses.	80% of the students will identify their strengths and weaknesses on the Strength Bombardment Exercise. EVALUATION: Strength Bombardment Exercise

ACTIVITIES - RESOURCES	THINKING SKILLS	CONTENT AREA
3.111 1. Duso Kit II - Unit I Developing Self-Awareness and a Positive Self-Concept Duso Kit II Elementary Counselor Cycle A - Developing in awareness of self and learning to value self. Cycle B - Learning to recognize and accept individuality in self and others. Cycle C - Learning to recognize purposes of behavior. Cycle D - Developing self acceptance through accepting the courage to be imperfect. Cycle E - Learning to deal with rejection.	1. Noticing Differences and Similarities Inferring Cause and Effect Inferring Feelings	1. Oral Communication
2. Have students write three things they like to do and three things they do not like to do. Then discuss why we like or not like to do these.	2. Making Choices Inferring Cause and Effect Inferring Feelings	2. Oral and Written Communication
3. Have each student complete the Strength Bombardment Exercise. Then select the ones they want to work on. See Resource Guide Page 91	3. Recalling Inferring Cause and Effect Inferring Feelings	3. Written Communication
4. Use Self Concept Teaching Strategies Resource Guide Pages 70-84	4. Making Choices Inferring Cause and Effect	4. Oral Communication Language Arts

THIRD GRADE

3.2 CONCEPT IV: INDIVIDUALS NEED SPECIAL TRAINING FOR MOST CAREERS.

GOAL: The goal is for the student to investigate some occupations at a greater depth -- educational and/or training requirements. The student needs to realize that successful performance on most jobs requires certain personal qualities as well as skills. There are areas of information considered important in making an occupational choice -- the nature of the work, training, working conditions, and the like.

OBJECTIVE	PROCESS	OUTCOME
3.21 Upon completion of the activities, the student will identify the special training needed for careers.	3.211 The students will state the special tools needed for particular jobs.	90% of the students will identify the type of tools required by particular workers. EVALUATION: AISD Rating Scale

ACTIVITIES - RESOURCES	THINKING SKILLS	CONTENT AREA
3.211 1. Discuss with the pupils workers from the community. Call attention to special tools, equipment and supplies used for performing the work. See Resource Guide Pages 92-94.	1. Observing Recalling Grouping Concept Labeling Classifying	1. Language Arts
2. Read "I Want to Be . . ." poems to the class. Give each pupil an opportunity to tell the class which is particularly interesting to him. See Resource Guide Pages 95-100.	2. Recalling Observing Generalizing Concluding	2. Oral Communities
3. Invite a worker in the community to come to the class bringing the tools of his work. Ask the worker to explain the hazards in using them and describe the physical characteristics of his job which he particularly enjoys. Ask what special training was needed before the job was acquired. The students may want to make a list of questions before the visitor comes to the classroom.	3. Observing Questioning	3. Oral Communication
4. Ask students to predict the special training they would have to have to be a jockey, an ice skater, airplane pilot, a doctor, etc. Discuss where one might obtain this training. Which do you think would require the most training.	4. Anticipating	4. Oral Communication

OBJECTIVE	PROCESS	OUTCOME
	3.212 The students will identify one job from each cluster.	85% of the students will identify one job from each cluster with limited assistance from the teacher. EVALUATION: Teacher Observation

ACTIVITIES - RESOURCES	THINKING SKILLS	CONTENT AREA
3.212 1. Let the students select a job and list the skills needed for that job. He shares his choice with the class stating why he thinks it is a good choice for him. See Resource Guide Page 101.	1. Recalling Observing Inferring Feelings Generalizing Concluding	1. Oral Communication
2. Read books about a wide variety of occupations to determine the necessary skills for each job.	2. Observing Noticing Differences and Similarities Grouping	2. Language Arts
3. Complete the problem sheet, "Absence on the Job." See Resource Guide Page 102.	3. Observing Recalling Concluding Generalizing	3. Written Communication
4. View the films and determine the training needed for these particular jobs. Film - (WTEC) MP68017 - "Airport in the Jet Age" MP74180 - "Airplane Trip" MP69123 - "Policeman - Day and Night".	4. Observing Inferring Cause and Effect Concluding	4. Oral Communication
5. Use Curriculum Careering Games. See Resource Guide Page 3.	5. Inferring Recalling Cause and Effort Questioning Concluding	5. Arithmetic English
6. For class discussion use the kit Just Right Job Stories. See Resource Guide Page 2.	6. Recalling Inferring Cause and Effect Generalizing	6. Language Arts

3.3 CONCEPT V: SCHOOL IS PART OF THE PREPARATION FOR A CAREER.

GOAL: The goal is for the student to build a new concept of school -- both as a work setting and as a place of academic learning. It is important for him to relate the wide range of occupations existing in the school to other work settings. He needs to realize that education, both in and out of school, is usually required for a job.

OBJECTIVE	PROCESS	OUTCOME
3.31 After completing the study the student will select one worker from our community and state how basic school skills help him in his job.	3.311 The student will list orally or in writing two reasons why school skills are necessary in obtaining jobs.	90% of the students will state two reasons why school skills are necessary in obtaining a job. EVALUATION: Teacher Observation

ACTIVITIES - RESOURCES	THINKING SKILLS	CONTENT AREA
3.311 1. Let each student discuss and rate himself on the Attitude and Skill sheet in the Resource Guide, Page 103. Further discussion on positive attitudes may follow.	1. Observing Recalling Generalizing Concluding Making Choices	1. Oral and Written Communication
2. Let the class describe how they are affected by physical traits. A. Demonstrate differences due to physical traits, etc. B. How physical factors such as size affects certain occupations. Let the class describe how they are affected by mental abilities. Use thinking games, puzzles, timed games, etc. which require basic school skills. Describe how they are affected by environmental factors. Let them discuss different climates, houses, clothing, etc. Let the class describe how they are affected by educational factors. A. Effects of past experiences, past grades. B. Travels, books read, need for basic school skills and higher education. Then let each pupil fill out the Traits Sheet in the Resource Guide, Page 104. Let the class discuss how all these factors influence his life, his preparation for a career, and the world of work.	2. Observing Recalling Noticing Differences and Similarities Generalizing Concluding	2. Language Arts
3. Let each pupil tell the class one thing that he can do well at school. He can illustrate the activity and display the picture on the bulletin board if desired.	3. Recalling Generalizing Concluding	3. Language Arts Art

OBJECTIVE	PROCESS	OUTCOME
	3.311 The student will list orally or in writing two reasons why school skills are necessary in obtaining jobs.	90% of the students will state two reasons why school skills are necessary in obtaining a job. EVALUATION: Teacher Observation

ACTIVITIES - RESOURCES	THINKING SKILLS	CONTENT AREA
3.311 4. Discuss with pupils how these basic school skills are necessary for all types of jobs: A. Ability to compute. B. Ability to spell, read, and write. C. Ability to discover new things. D. Abilities to follow instructions and/ or directions written or oral. E. Ability to communicate clearly, orally or in writing.	4. Observing Recalling Generalizing Concluding Inferring Cause and Effect Inferring Feelings	4. Language Arts
5. Have students try to name one job in which at least 3 of the 4 basic skills are not important in obtaining and keeping a job.	5. Recall Noticing Differences and Similarities	5. Language Arts
6. Discuss with the class how a systematically planned school program helps develop skills that most workers need to perform their jobs.	6. Observing Generalizing Inferring Cause and Effect Inferring Feelings	6. Language Arts

OBJECTIVE	PROCESS	OUTCOME
	3.312 The student will state orally or in writing two ways school skills are necessary for doing a job.	90% of the students will state two ways school skills are necessary for doing a job they select. EVALUATION: Teacher Observation

ACTIVITIES - RESOURCES	THINKING SKILLS	CONTENT AREA
3.312 1. Develop riddles and poems with pupils such as: I am a helper. I help take care of you. I help you cross the street. I wear a badge. Who am I? Draw me. Be sure to include in a class discussion how school preparation helps the person in that particular job. Any other occupation may be used in the same manner. For suggestions, see Resource Guide, Pages 105 & 106.	1. Recalling Observing Generalizing Making Choices	1. Language Arts Oral and Written Communication
2. Discuss how income affects each worker. Bring magazines to school and cut out pictures of the needs of a family and home. Have the children look in catalogs and put price tags on the items needed. Let students determine in what way school preparation helped the family get the necessities. Discuss skills learned in school which would help a worker know what he can buy on his income.	2. Observing Recalling Generalizing Concluding Inferring Cause and Effect Concluding	2. Language Arts Math
3. Permit each pupil to bring one picture of a community worker from home. Discuss how each basic school skill is required on the job. This information may be made into a chart with pictures drawn by pupils.	3. Recalling Generalizing Observing Concluding	3. Oral Communication
4. View the films. Discuss with the class what basic school skills are needed in this particular position and what might happen if the worker does not perform the skills well. Film - (WTEC) MP71395 - "Airports Serve the Community" MP69200 - "The Mayor"	4. Observing Recalling Concluding Anticipating	4. Oral Communication

PROJECT CARE

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GRADE FOUR

FOURTH GRADE

4.1 CONCEPT I: KNOWING AND ACCEPTING YOURSELF IS NECESSARY FOR DEVELOPING A POSITIVE SELF CONCEPT.

GOAL: The goal is for the student to determine who he is, evaluating his interests, abilities, values, needs and other characteristics. It is essential that he become aware of himself and acquire a sense of purpose. He needs to realize that self-understanding can point to occupational interests. Part of the preparation for the world of work is for the student to learn about himself.

OBJECTIVE	PROCESS	OUTCOME
4.11 Fourth year students, at the end of a unit of self-awareness, will differentiate ways he influences others as he interacts with them.	4.111 After completing three of the suggested activities, the fourth year student will become more effective in his interactions with others.	4.111 75% of the students will be able to express to the teacher and/or counselor at least one way his actions to others affect their reaction to him. EVALUATION: AISD rating scale

ACTIVITIES - RESOURCES	THINKING SKILLS	CONTENT AREA
4.111 1. Have students complete "About Me" sentence completion. See Resource Guide page 107.	1. Making Choices	1. Written Communication
2. Use the television program "Getting Even" from the series Inside/Out. Use the teacher's guide pages 68-69 as a basis for class discussion Film - (WTEC) - MP MP72061 - "Getting Even"	2. Inferring feelings Inferring Cause and Effect	2. Oral Communication
3. Teacher may use a sociogram to help determine the student who needs help with interpersonal relationships.	3. Noticing Differences and Similarities Inferring Cause and Effect Inferring Feelings Making Choices	3. Language Arts
4. Duso-Kit - Level 2 Toward Responsible Interdependence: Understanding Growth from Self-Centeredness to Social Interest. Duso Kit II Elementary Counselor	4. Inferring Feelings Inferring Cause and Effect	4. Oral Communication
5. Transactional Analysis Elementary Counselor Transactional Analysis for Kids	5. Inferring Feelings Inferring Cause and Effect	5. Oral Communication
6. View the television program "I Agree . . . You're Wrong." from the series Bread and Butterflies. Use pages 58-65 from the curriculum guide for this series. This may be used as a basis for class discussion. Film - (WTEC) MP 73105 - "I Agree. . .You're Wrong."	6. Inferring Feelings Generalizing	6. Oral Communication

4.2 CONCEPT II; SOME WORKERS PRODUCE GOODS; OTHERS PRODUCE SERVICES.
GOAL: The goal is for the student to become aware of the fact that it is wanting goods and services that motivates most people to work, trade, buy, sell, and engage in other economic acts. It is important that the student realize: (1) a society needs both producers of services and producers of goods and (2) workers who produce services and workers who produce goods are dependent on each other.

OBJECTIVE	PROCESS	OUTCOME
4.21 Students in the fourth year, at the end of a unit on goods produced and services provided by workers, will analyze the fifteen occupational clusters on the basis of goods produced or services rendered. The class will conclude whether our society produces more goods or services.	4.211 After the completion of several of the suggested activities, fourth year students will demonstrate knowledge of occupations which produce services and goods.	4.211 70% of the fourth year students will correctly classify occupations listed on a teacher made handout. Pupils will write S (services) or G (goods) to classify each occupation listed.

ACTIVITIES - RESOURCES	THINKING SKILLS	CONTENT AREA
4.2111		
1. Define the terms "goods" and "services" with the class.	1. Recalling	1. Language Arts
2. View the film "Making the Things We Need--Division of Labor". After seeing this film, discuss with the class the differences in goods and services as shown in the film. Film - (WTEC) MP71341 MP71341 - "Making the Things We Need--Division of Labor"	2. Observing Recalling Noticing Differences and Similarities Grouping Classifying	2. Social Studies Oral Communication
3. Let the pupils view the film "Hailstones and Halibut Bones." Pupils will divide a sheet of art paper in half. On one half write a short poem about goods or services which remind them of a certain color. On the other half of the art paper, have pupils draw a picture in one color to illustrate the poem. Film - (WTEC) MP68309 - "Hailstones and Halibut Bones"	3. Observing Noticing Similarities	3. Language Arts Written Communication Art
4. Have the pupils bring to class the want ads of a newspaper and identify ten jobs that produce services and ten jobs that produce goods. The SRA News Lab can be used. See Resource Guide Page 3 SRA News Lab	4. Observing Noticing Differences and Similarities Classifying Concluding Generalizing	4. Language Arts Oral and Written Communication
5. Read these two stories to the class. Ask the pupils to write a short paragraph explaining which story tells about goods. The pupils will add a second paragraph telling which they think they would prefer to do and why. Russell, David, Theodore Clymer, Doris Gates, and C. McCullough. Roads to Everywhere. Boston: Ginn. "Magic Money," p. 172. "Man of the Family," p.443.	5. Noticing Differences and Similarities Making Choices	5. Language Arts Written Communication

OBJECTIVE	PROCESS	OUTCOME
	4.211 After the completion of several of the suggested activities, fourth year students will demonstrate knowledge of occupations which produce services and goods.	4.211 70% of the fourth year students will correctly classify occupations listed on a teacher made handout. Pupils will write S (services) or G (goods) to classify each occupation listed.

ACTIVITIES - RESOURCES	THINKING SKILLS	CONTENT AREA
4.2111 6. Discuss with students each job cluster and occupations included in each. An Analysis of Fifteen Occupational Clusters Identified by the U. S. Office of Education (See Elementary Resource Guide Page 3)	6. Noticing Differences and Similarities Grouping Classifying	6. Oral Communication Social Studies
7. Use the television program "Trea$ure Hunt" from the series Bread and Butterflies. See the curriculum guide for this series as a basis for class discussion. Use pages 12-21 from the guide. Film - (WTEC) - MP73099 - "Treasure Hunt"	7. Recalling Observing Inferring Cause and Effect	7. Oral Communication
8. Have students plan and implement a money raising project in which half the class plans to produce services for sale and the other half produces goods for sale. View "Taking Care of Business" Bread and Butterflies series film (WTEC) for ideas of services they might produce.	8. Making choices Questioning Inferring Cause and Effect Concluding Generalizing Concept Testing	8. Social Studies Oral Communication

4.3 CONCEPT IV: ALL WORK NEEDED BY SOCIETY IS HONORABLE.

GOAL: Since occupational development is now generally perceived as a life-long process which begins in childhood, the goal is for the student to develop an awareness that all work exists for a purpose. The emphasis is on the fact that there is dignity in all work and that work is important to the worker and to society. It is important that the student has insignt into a realistic view of the world of work as well as an established positive attitude toward work.

OBJECTIVE	PROCESS	OUTCOME
4.31 At the end of a study of the fifteen occupational clusters, the fourth year students will determine the honorability of all work needed by society by giving two or more contributions of workers in each of the fifteen clusters.	4.311 Using a list of the fifteen broad occupational clusters, the fourth year student will learn that many different types of work are needed by society.	4.311 50% of the students will be able to compile a chart listing two or three specific careers under each of the 15 clusters. EVALUATION: AISD Rating Scale

ACTIVITIES - RESOURCES	THINKING SKILLS	CONTENT AREA
4.311 1. Ask the pupils to make a list of job families for occupations studied in the textbooks. The list might include the following: A. Agriculture B. Food Processing C. Fishing D. Transportation E. Lumber F. Industries G. Mining H. Tourism I. Petroleum J. Livestock K. Dairying	1. Recall Labeling Observing	1. Social Studies Health Science
2. From the above list, or his own list, have the pupil select an occupation which he can picture himself doing. Then have the student draw a picture (or cartoon drawing) of himself dressed in clothes suitable for the chosen occupation.	2. Making Choices	2. Art - Constructing
3. Have the pupils write at least one paragraph telling why they think each of the following productive workers is engaged in an honorable occupation: A. Farm Workers B. Factory Workers C. U.S. Congressmen D. Petroleum Industry Workers E. Fishermen F. Street Sweepers and Cleaners G. Road Builders H. Disposers of Highway Litter See Elementary Resource File. Kit - "Our Government and How it Works"	3. Inferring Feelings Concluding Generalizing Inferring Effects	3. Creative Writing Language Arts

OBJECTIVE	PROCESS	OUTCOME
	4.311 Using a list of the fifteen broad occupational clusters, the fourth year student will learn that many different types of work are needed by society.	4.311 50% of the students will be able to compile a chart listing two or three specific careers under each of the 15 clusters. EVALUATION: AISD Rating Scale

ACTIVITIES - RESOURCES	THINKING SKILLS	CONTENT AREA
4.311 3. Continued Kit - "Farm Fathers" Filmstrips - (WTEC) FS00468 - "Builders of America" FS2686 - "Leaders of America" Film - (WTEC) MP69032 - "Community Helpers: The Sanitation Department"	3. Inferring Feelings Concluding Generalizing Inferring Effects	3. Creative Writing Language Arts
4. Have the pupils complete various puzzles to increase their knowledge of words associated with various occupations and workers in a community. Plastic Crossword Puzzles (Ideal School Supply Company) These are reusable. 2564 - "Airplanes" 2567 - "Transportation" and "Communication" 2569 - "Occupations" 2570 - "Farm and City" 2571 - "Community Helpers"	4. Recalling Noticing Differences and Similarities Making Choices	4. Language Arts Social Studies
5. Have the pupils participate in large or small group discussions to explore concepts about work and its contribution. A. A beginning worker learns much about work regardless of the job one has. B. One learns about earning money. C. One learns about working hours. D. Work experience of any type, if well done, can lead to a better job. E. Some jobs children can do after school, on weekends, or during the summer, even if only as a volunteer: (1) Work as a baby sitter (2) Tutor another pupil (3) Caddie on golf courses (4) Mow lawns, rake leaves, sweep sidewalks (5) Serve as mother's or father's helper (6) Take care of pets	5. Noticing Differences and Similarities Concluding	5. Language Arts Social Studies Oral Communication Math

OBJECTIVE	PROCESS	OUTCOME
	4.311 Using a list of the fifteen broad occupational clusters, the fourth year student will learn that many different types of work are needed by society.	4.311 50% of the students will be able to compile a chart listing two or three specific careers under each of the 15 clusters. EVALUATION: AISD Rating Scale

ACTIVITIES - RESOURCES	THINKING SKILLS	CONTENT AREA
4.311 6. Read the story "The Meaning of the Work" to the students. Discuss the following: A. Why was harvesting important? B. Why was harvesting more important than doing well on the spelling bee? C. Why was the spelling bee important? Russell, David; Theodore Clymer; Doris Gates; C. McCullough. Roads to Everywhere Boston: Ginn. "The Meaning of the Word," p. 380.	6. Noticing Differences Inferring Causes Inferring Effect Concluding	6. Language Arts Math
7. The teacher will need to divide the class into groups with each group taking four to five clusters for group work activities. These groups will prepare five or more specific careers for each of the clusters on which they are working. Reports include: A. What the work is. B. Who benefits by it. C. What training is needed. D. Pay range E. Work hours F. Environment G. Geographic location	7. Recalling Classifying	7. Oral Communication
8. Use the television program "Our Own Two Hands" from the series Bread and Butterflies. See page 109 of the curriculum guide for this series. Film - (WTEC) MP73111 - "Our Own Two Hands"	8. Inferring Feelings Inferring Cause and Effect	8. Oral Communication

OBJECTIVE	PROCESS	OUTCOME
	4.312 Each fourth year student completing several of the suggested activities will identify contributions made to society by various careers.	4.312 55% of the students will be able to select one career from each cluster and list two or more contributions made to society by that career. EVALUATION: AISD Rating Scale

ACTIVITIES - RESOURCES	THINKING SKILLS	CONTENT AREA
4.312 1. Ask each pupil to develop a crossword puzzle using the information learned about various occupations and industries studied in the geography textbook or other books during related activities. After each is completed have the pupils: A. Make a spirit master of each puzzle to be distributed to each classmate in order that each may share pertinent information. B. Engage in a contest to determine which puzzle is best, based upon student selection.	1. Recalling Noticing Differences and Similarities	1. Language Arts Social Studies Math
2. Have the pupils paint illustrations for a bulletin board captioned, "I Do My Job" or "Today I Want To Be . . . ". They could also write a paragraph to accompany their picture.	2. Observing Noticing Differences and Similarities Making Choices	2. Art - Drawing
3. Ask the pupils to write and/or collect poems, stories, compositions, etc., which tell about the productivity, tools, surroundings, responsibilities, and respect for different occupational workers. Display these compositions and poems on an attractive bulletin board.	3. Observing Recalling Noticing Differences and Similarities	3. Language Arts Creative Writing Handwriting Art
4. Ask the pupils to make a list of interests, hobbies, and activities which can be done well. Ask the pupils if there is something on the list they can do well which others cannot. Discuss the feeling of well-being when this skill or interest is shared with others. Have the pupils prepare a small collage which describes a pupil's traits, talents, and interests. Encourage each pupil to set himself the goal of learning at least one new sport, baking a new cake, starting a new collection, playing a new instrument, etc.	4. Noticing Differences and Similarities Inferring Feelings Anticipating Making Choices	4. Language Arts Oral Communication Art

OBJECTIVE	PROCESS	OUTCOME
	4.312 Each fourth year student completing several of the suggested activities will identify contributions made to society by various careers.	4.312 55% of the students will be able to select one career from each cluster and list two or more contributions made to society by that career. EVALUATION: AISD Rating Scale

ACTIVITIES - RESOURCES	THINKING SKILLS	CONTENT AREA
4.312 5. Ask the pupil to write a short paragraph or tape information describing how each member of his family contributes to the life and well-being of the entire family.	5. Observing Recalling Noticing Differences and Similarities Inferring Cause and Effect Inferring Feelings	5. Language Arts Written Communication
6. Instruct the pupil to look in the "Help Wanted" section of the newspaper or the SRA News Lab to find an advertisement for a job that is interesting. Have the pupil explain to the class why the community needs this service and how lives will be affected if no one chooses to perform this job. See Elementary Resource Guide Page 3. SRA News Lab	6. Recalling Noticing Differences and Similarities Observing Inferring Cause and Effect	6. Language Arts Oral Communication Social Studies
7. Ask the pupils to write a short paragraph about the job they like most to do and point out its importance. A. What is the most enjoyable aspect in doing this job? B. What are some of the lesser enjoyable features of this job? C. What other jobs are interrelated with this job? D. How would one's life be changed if no one would perform this job.	7. Ordering Recalling Noticing Differences and Similarities Observing Inferring Cause and Effect Inferring Feelings Making Choices	7. Language Arts Creative Writing Social Studies Health

OBJECTIVE	PROCESS	OUTCOME
	4.312 Each fourth year student completing several of the suggested activities will identify contributions made to society by various careers.	4.312 55% of the students will be able to select one career from each cluster and list two or more contributions made to society by that career. EVALUATION: AISD Rating Scale

ACTIVITIES - RESOURCES	THINKING SKILLS	CONTENT AREA
4.312 8. Use the television program "Work Means . . ." from the series Bread and Butterflies. Use pages 22-27 of the guide for this series as a basis for class discussion. Film - (WTEC) MP73100 - "Work Means . . ."	8. Observing Recalling Inferring Cause and Effect	8. Oral Communi-cation

OBJECTIVE	PROCESS	OUTCOME
	4.313 The fourth year students will conclude whether or not all work needed by society is or is not honorable.	Each student will give his opinion on the honorability of work. EVALUATION: AISD Rating Scale

ACTIVITIES - RESOURCES	THINKING SKILLS	CONTENT AREA
1. Have the pupils listen to the reading of "Runaway Clown." Pupils will discuss the following: A. The clown's feelings of failure B. The clown's feelings of success C. The importantce of being respected from the worker's point of view. Childcraft- Vol. 13 "The Runaway Clown" pp. 326-331	1. Observing Noticing Differences and Similarities Inferring Cause and Effect Inferring Feelings Making Choices	1. Language Arts Oral Communication
2. Have the pupils read a library book about a person who proves himself to be a valuable and important person. These activities might be used: A. Have a bulletin-board display showing the great, important things in this person's life. B. Make a roll movie showing the important part of the story in which the person became a worthy person. C. Role play or dramatize the situation in one of the books in which the character of the book evolves from a person of little worth to one of importance.	2. Recalling Ordering Inferring Cause and Effect Questioning	2. Language Arts Oral Communication
3. Ask the pupils to discuss the advantages of working in the city and/or working on a farm by thinking about the following: A. Does it make any difference where one works? B. Why is it important that one is happy with his work? C. Why is it necessary that one be respected for being a productive worker?	3. Recalling Noticing Differences and Similarities Inferring Cause and Effect Concluding Generalizing Making Choices	3. Oral Communication

OBJECTIVE	PROCESS	OUTCOME
	4.313 The fourth year students will conclude whether or not all work needed by society is or is not honorable.	Each student will give his opinion on the honorability of work. EVALUATION: AISD Rating Scale

ACTIVITIES - RESOURCES	THINKING SKILLS	CONTENT AREA
4.313 4. Initiate a class discussion about: A. The work of people upon whom pupils depend each day. B. Things which the pupils do on which other people depend. C. Developments which would occur if no one assumed responsibility. D. The importance of accepting responsibility E. How can one's responsibility for the community and nation affect pollution, our nation's government, etc. F. Ways in which pupils can assume responsibility for their school and home. G. Ways in which responsibilities increase with physical and mental growth.	4. Observing Recalling Noticing Differences Ordering Concept Testing Inferring Cause and Effect Inferring Feelings	4. Oral Communication
5. Ask the pupils to pretend that they are workers. Research the job and prepare to describe it to the class telling them why this job is important and worthy of respect. Encourage the class to challenge statements and ask questions.	5. Recalling Inferring Cause and Effect Concluding Generalizing	5. Language Arts Library Skills Oral Communication
6. Have students name as many "unsung heroes" as they can think of who-help our community each day. Discuss causes and effects of their being disregarded by others. You might include such occupations as: sanitation crews, waitresses, service station attendants, plumbers, mechanics, dog catcher, teachers, etc.	6. Recalling Inferring Cause and Effect Concluding Generalizing	6. Oral Communication

PROJECT CARE

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GRADE FIVE

FIFTH GRADE

5.1 CONCEPT I: KNOWING AND ACCEPTING YOURSELF IS NECESSARY FOR DEVELOPING A POSITIVE SELF CONCEPT.

GOAL: For the student to determine who he is, evaluating his interests, abilities, values, needs and other characteristics. It is essential that he become aware of himself and acquire a sense of purpose. He needs to realize that self-understanding can point to occupational interests. Part of the preparation for the world of work is for the student to learn about himself.

OBJECTIVE	PROCESS	OUTCOME
5.11 After completing a unit of study, the fifth year student will identify ways he can know and accept himself better.	5.111 The fifth year student will complete several of the suggested activities to enable him to have better self-acceptance.	80% of the fifth year students will accept self more as observed by the counselor and/or teacher. EVALUATION: AISD rating scale.

ACTIVITIES - RESOURCES	THINKING SKILLS	CONTENT AREA
5.111 1. Have students complete sentence completion "Things I Know About Me." (See Resource Guide Page 108.)	1. Recalling Making choices	1. Written Communication
2. Have students write an autobiography "Who Am I?" Included in this should be the student's "Facts and Figures": A. Name B. Age C. Address D. Parents and their occupation E. School F. Hobbies G. Activities	2. Recalling	2. Written Communication
3. Have a period for a discussion of problems. Throughout the week, pupils can put unsigned problems they are having in a box or envelope. Pupils discuss the problems and tell how they think the problems could be solved. Counselor enlisted for this--use a "Bother Box." Elementary Counselor.	3. Observing	3. Written Communication
4. Use a sociogram to help determine the child who needs help with interpersonal relationships. Elementary Counselor.	4. Inferring Feelings Inferring cause and effect	4. Language Arts
5. Use the television program "Can Do/Can't Do" from the series Inside/Out. Use the teacher's guide pages 34-35 as a basis for class discussion. Film - (WTEC) - MP73027 - "Can Do/Can't Do."	5. Observing	5. Language Arts
6. Use "The Me I'm Discovering" from the series Bread and Butterflies. See page 30 of the curriculum guide for this series. Write the letter of recommendation suggested in the activity.	6. Observing Recalling Inferring Feelings Inferring cause and effect	6. Language Arts Written Communication

OBJECTIVE	PROCESS	OUTCOME
	5.111 The fifth year student will complete several of the suggested activities to enable him to have better self-acceptance.	80% of the fifth year students will accept self more as observed by the counselor and/ or teacher. EVALUATION: AISD rating scale.
	5.112 The fifth year student will complete three of the suggested activities to distinguish the different ideas that encompass our living in a society.	80% of the students will display knowledge of at least two differences in a society, as observed by the teacher in the discussion activities. EVALUATION: AISD rating scale.

ACTIVITIES - RESOURCES	THINKING SKILLS	CONTENT AREA
5.111 7. Place envelopes on the bulletin board marked as follows: A. X Rated Messages - No one reads B. R Rated Messages - Restricted for the teacher if signed for the teacher C. G Rated Messages - Other students or the teacher can read. Students use the envelopes to get their feelings "off their chest."	7. Inferring Feelings Inferring Cause and Effect	7. Language Arts
5.112 1. Discuss how laws help to make man a conformist.	1. Noticing Differences and Similarities	1. Oral Communication
2. Discuss the family as a team.	2. Inferring Cause and Effect	2. Oral Communication
3. List chores that students do to make the home more harmonious.	3. Recalling Inferring Cause and Effect	3. Written Communication
4. Discuss the ways emotions contribute to our actions toward our fellowman.	4. Inferring Cause and Effect Inferring Feelings	4. Oral Communication
5. Use any of these television programs from the series Inside/Out. Use the guide pages listed as a basis for class discussion: "Travelin' Shoes" - Guide pages 18-19 "...But Names Will Never Hurt" - guide pages 22-23 "Buy and Buy" - guide pages 28-29 "Living With Love" - guide pages 32-33 Films - (WTEC) MP72066 - "Travelin' Shoes" MP72055 - "...But Names Will Never Hurt" MP73030 - "Buy and Buy" MP72065 - "Living With Love"	5. Inferring Cause and Effect Inferring Feelings	5. Oral Communication

OBJECTIVE	PROCESS	OUTCOME
	5.112 The fifth year student will complete three of the suggested activities to distinguish the different ideas that encompass our living in a society.	80% of the students will display knowledge of at least two diferences in a society, as observed by the teacher in the discussion activities. EVALUATION: AISD rating scale.

ACTIVITIES - RESOURCES	THINKING SKILLS	CONTENT AREA
5.112 6. Use the television program "Power Play" from the Series Bread and Butterflies. See the curriculum guide for this series - pages 112-117, to help develop class. Film (WTEC) - MP73112 - "Power Play."	6. Inferring Cause and Effect Concluding Generalizing Concept Testing	6. Oral Communication
7. Have students answer these two questions: A. If I could be anything in the world when I grow up, I'd like to be a_____. B. What I think I probably will be when I grow up is a_____.	7. Generalizing Inferring Cause and Effect Making Choices Anticipating	7. Oral Communication Written Communication
8. Work with the Elementary Counselor to use the Insights and Self Awareness Games with the class. Use the various activities given. See Resource Guide page 2 - Insights and Self Awareness Games.	8. Inferring Cause and Effect Recalling Generalizing	8. Language Arts

FIFTH GRADE

5.2 CONCEPT IV: INDIVIDUALS NEED SPECIAL TRAINING FOR MOST CAREERS.
GOAL: For the student to investigate some occupations at a greater depth--educational and/or training requirements. The student needs to realize that successful performance on most jobs requires certain personal qualities, as well as skills. There are areas of information considered important in making an occupational choice--the nature of the work, training, working conditions, and the like.

OBJECTIVE	PROCESS	OUTCOME
5.21 During a unit each student in the fifth year class will complete an individual research project by selecting one occupation from an occupational cluster and list three or more specific skills and/or tools related to that occupation.	5.211 After completing two or three of the suggested activities, the fifth year student will identify job requirements for various careers.	50% of the fifth year students will be able to give the special training needed for five jobs they list. EVALUATION: AISD rating scale.

ACTIVITIES - RESOURCES	THINKING SKILLS	CONTENT AREA
5.211 1. Pictures of people working can be glued on posterboard, labeled, and cut into simple puzzles. Pictures or drawings of tools identified with specific occupations can be used in the same way. Names of the tools printed below the picture can be used to increase the student's vocabularies of work terms.	1. Recalling Classifying Grouping Making choices	1. Language Arts
2. Make a bulletin board titled "The Cluster is in the Bag." Have a cluster title on each bag. Have the children explore the many different jobs which make up that cluster. Have them find the training needed for a job within that cluster. The students would put their lists in the bags. They could give their ideas orally to the rest of the class. Then they could choose one of the jobs with puppets or with pantomime.	2. Recalling Grouping Inferring cause and effect Anticipating	2. Language Arts Oral Communications Art
3. Teacher-made games (or student-made) teach students to match the job requirements with the worker. A picture of a worker is glued to a card. The requirements for that particular job are printed on a different card. Then students are instructed to match the requirements with the correct worker. The same type of activity might be used with workers and pictures of tools they use.	3. Making choices Grouping Classifying	3. All School Subjects
4. Have the students write what they would like to be doing in 1981-1985 and what training they would have to have to do this particular job. They could also draw pictures of themselves doing the job. The pictures and stories could be put together for a bulletin board.	4. Observing Inferring cause and effect Inferring Feelings Anticipating	4. Oral and Written Communication

OBJECTIVE	PROCESS	OUTCOME
	5.211 After completing two or three of the suggested activities, the fifth year student will identify job requirements for various careers.	50% of the fifth year students will be able to give the special training needed for five jobs they list. EVALUATION: AISD rating scale.

ACTIVITIES - RESOURCES	THINKING SKILLS	CONTENT AREA
5.211 5. Students may work in groups to prepare a questionnaire for use in interviewing workers in their community or their parents. The students may want to use the sample questionnaire in the Supplementary Materials as a start for making their own questions. Students then use their questionnaire to compile information gathered on a retrieval chart. After compiling this data, comparisons can then be made. (See Resource Guide Page 109.)	5. Observing Recalling Noticing Differences and Similarities Grouping Inferring Cause and Effect Questioning	5. Oral and Written Communication Language Arts Math
6. As a class activity the class will list as many jobs, occupations or careers as possible. Using a large chart showing the occupational clusters, let the students group their suggested occupations under appropriate cluster labels on the chalkboard or a large piece of butcher paper. Show on the chart the training, schooling, etc. needed for each job.	6. Recalling Grouping Classifying Making Choices	6. Oral and Written Communication
7. Each group will prepare a display using various media for depicting careers in the occupational clusters. For example, the students might use stories, pictures student drawings, filmstrips, or filmloops depicting the dress, skills, tools, training, etc. for the particular careers.	7. Observing Recalling Grouping	7. Art Language Arts
8. Through "hands on" activities students will demonstrate their ability to be a cooperative and contributing member of a group, i.e. produce a play--cast, director, set designers, costume designers, production, etc.	8. Noticing Differences and Similarities Inferring Cause and Effect Inferring Feelings Concept Testing	8. Any School Subject Area

OBJECTIVE	PROCESS	OUTCOME
	5.212 After completing several of the listed activities, the fifth year students will investigate in depth an occupation of his choosing.	By the end of the completed activities, 60% of the students will have used one or more learning activities in reporting on the occupation he chose. EVALUATION: AISD rating scale.

ACTIVITIES - RESOURCES	THINKING SKILLS	CONTENT AREA
5.212 1. Set out a box filled with occupational tags (carpenter, nurse, geologist, media librarian, etc.). Possible uses for these tags are: A. Ask a pupil to draw a tag and "act out" the occupation in charade fashion. B. Select two tags at random. Tell how the two occupations might both be important in a community. How can they work together on one task? C. Choose a tag and ask children to tell which qualities and training the occupation requires. D. Have two children each select one tag, then create a role-playing situation in which they might meet at work. Get them to include in their dialogue a discussion of the training they needed for their job. Children should feel free to dream up their own occupational titles. Have them read about their selection, research it, then prepare oral or written reports. Encourage the choice of offbeat--unusual--occupations, and careers which may develop in the future. As a basis for further discussion, use the program "Things, Ideas, People" from the series Bread and Butterflies. See Curriculum Guide for Teachers 88-97. Film - (WTEC) - MP73109 - "Things, Ideas, People."	1. Recalling Noticing Differences and Similarities Classifying Inferring cause and effect Concluding Making Choices	1. Oral and Written Communication
2. Draw a football field to scale, and decide how many people would need this skill.	2. Recalling Concluding	2. Math

OBJECTIVE	PROCESS	OUTCOME
	5.212 After completing several of the listed activities, the fifth year students will investigate in depth an occupation of his choosing.	By the end of the completed activities, 60% of the students will have used one or more learning activities in reporting on the occupation he chose. EVALUATION: AISD rating scale.

ACTIVITIES - RESOURCES	THINKING SKILLS	CONTENT AREA
5.212 3. Ask each student to use pictures from magazines, catalogs, advertisements, etc., to create a collage reflecting his own feelings about the world of work. Included should be clippings or pictures which show special training for certain careers. Display collages by career clusters and ask students whose choices fall in the same cluster to talk informally together about their choices. What general interests stand out in the entire collection? Discuss each child's collage with him. Ask him to talk about one or two others that interest him. Have children guess who made which collage. What were their reasons for this decision?	3. Inferring Feelings Questioning Making Choices	3. Art Oral Communication
4. Have the pupils read a story or a book about someone like Louis Braille. Ask them to identify the many skills that he acquired which helped him invent a new way of writing. (For example: listening carefully, developing a good memory, using fingers, ears, and nose, and being alert to others). See Resource Book for supplementary stories.	4. Inferring cause and effect Inferring Feelings Concluding Generalizing	4. Language Arts Oral Communication
5. A box of file cards could be made concerning various types of careers, activities that one would do on certain kinds of jobs, the kinds of jobs that students' parents do, and the kinds of jobs available in your city, in Texas, and in the United States. Some of the file cards deal with the preparation, training or education which is necessary to do certain kinds of jobs. Activities or things a student might be expected to do are included on some of the task cards. One such card might be: "You have been hired as a dietician by the school district. Plan a week's menu for the schools, keeping in mind you can spend only 50¢ to 60¢ per person." These cards can be made by the teacher or the students.	5. Recalling Noticing Differences and Similarities Concluding Anticipating	5. Language Arts Oral and Written Communication Math Social Studies

OBJECTIVE	PROCESS	OUTCOME
	5.212 After completing several of the listed activities, the fifth year students will investigate in depth an occupation of his choosing.	By the end of the completed activities, 60% of the students will have used one or more learning activities in reporting on the occupation he chose. EVALUATION: AISD rating scale.

ACTIVITIES - RESOURCES	THINKING SKILLS	CONTENT AREA
5.212 6. Using the Yellow Pages Directory from the telephone book and the Yellow Pages of Learning Resources, have students decide what special training would be needed for certain careers. See Elementary Resource File - Yellow Pages of Learning Resource.	6. Recalling Noticing Differences and Similarities	6. All School Areas
7. Let children think of people whose choice of a career was a result of an accident or physical disablity.	7. Recalling	7. Oral Communication
8. Ask a cook or chef, a mechanic, a machinist, a pharmacist, etc. to explain how fractions are used in their career.	8. Observing	8. Math
9. Students will prepare a notebook using pictures, stories, articles, or other visual materials depicting the occupations he researched.	9. Recalling Grouping	9. Language Arts Art Library Skills
10. Using resource materials, students may write a story about a person in a particular occupation or an occupation the student would choose. For example, "A Day in the Life of a____", "I Want to Be a ____", etc. These need to include any special training needed for that job.	10. Recalling Making Choices	10. Written Communication
11. Get an architect to explain how he uses measurement.	11. Observing	10. Math
12. Use Help Wanted Ads from the Midland or Odessa paper. Chart the different jobs listed. Chart such data as training, work conditions, hours, salary, etc. Make generalizations about similarities and differences noted in the paper. If desired, the SRA News Lab could be used also. See Resource Guide Page 3, SRA News Lab.)	12. Classifying Generalizing	12. Language Arts

OBJECTIVE	PROCESS	OUTCOME
	5.212 After completing several of the listed activities, the fifth year students will investigate in depth an occupation of his choosing.	By the end of the completed activities, 60% of the students will have used one or more learning activities in reporting on the occupation he chose. EVALUATION: AISD rating scale.

ACTIVITIES - RESOURCES	THINKING SKILLS	CONTENT AREA
5.212 13. Use the television program "Success Story" from the series Bread and Butterflies. Use pages 66-71 from the curriculum guide for this series. This information may be used as the basis for a class discussion. Film - (WTEC) MP73106 - "Success Story."	13. Observing Recalling Inferring Cause and Effect Concluding Generalizing	13. Oral Communication

OBJECTIVE	PROCESS	OUTCOME
	5.213 After compleing at least two of the suggested activities, the fifth year students will be familiar with the tools and/or training needed for the occupation he researched.	65% of the fifth year students will rank at least three skills and/ or tools needed for the specific occupation he investigated. Responses will vary. Any reasonable list is acceptable which ranks at least three skills/tools and contains the student's own reasons for this ranking. EVALUATION: AISD rating scale

ACTIVITIES - RESOURCES	THINKING SKILLS	CONTENT AREA
5.213 1. Write to an astronaut and request information pertaining to his job qualifications and training or to the Aerospace Agency for pamphlets. NASA - Houston, Texas.	1. Recalling Inferring Cause and Effect	1. Language Arts Oral Communication
2. Have the pupil select one type of work that he can do (doing chores, performing odd jobs, helping with some activity in the home or school) and orally explain the skills and abilities needed to do this job. Ask how these skills can be used as a stepping stone to other jobs which demand a higher level of skill.	2. Recalling Inferring Cause and Effect Noticing Differences and Similarities Ordering	2. Language Arts Oral Communication
3. Make charts of different careers, listing preparatory time, advantages and disadvantages, preparation expense, longer work hours, prestige, pay scale, etc.	3. Recalling Concluding	3. Math
4. After investigating a job, the student will prepare a sheet listing skills or special training in rank of importance and give the reasons for his ranking.	4. Recalling Ordering Concluding	4. Language Arts Written Communication
5. The student will list in order of importance three different tools used in a specific occupation and explain the skill needed in using those tools.	5. Recalling Ordering	5. Oral or Written Communication
6. Use the television program "Choosing Changes" from the series Bread and Butterflies. Use pages 118-127 from the curriculum guide which accompanies this series. The information given may be used as the basis for a class discussion. Film - (WTEC) - MP73113 - "Choosing Changes."	6. Observing Recalling Inferring Cause and Effect	6. Oral Communication

5.3 CONCEPT V: SCHOOL IS PART OF THE PREPARATION FOR A CAREER.
GOAL: For the student to build a new concept of school--both as a work setting and as a place of academic learning. It is important for him to relate the wide range of occupations existing in the school to other work settings. He needs to realize that education, both in and out of school, is usually required for a job.

OBJECTIVE	PROCESS	OUTCOME
5.31 After a research unit dealing with special training needed in most careers, each fifth year student will rank the importance of subject area learning skills as they relate to one occupation he has researched. The student will rank these skills in order of importance and give reasons for his ranking.	5.311 After completing two or three of the listed activities, the fifth year student will identify the relationship of specific school subjects to job performance in a particular occupation he has investigated.	50% of the fifth year students will name and rank at least three school subject area skills which relate to job performance in one occupation the student has researched. The student will rank these subject area skills in order of importance and give reasons for his ranking. Accept any reasonable list which contains the student's reasons for ranking. EVALUATION: AISD rating scale.

ACTIVITIES - RESOURCES	THINKING SKILLS	CONTENT AREA
5.311 1. Each child may write a short letter to his parents saying, "Right now I want to be a _____ when I grow up. What do you think of my idea? What school subjects do you think I will need to perform this job? Discuss students' career choices and parental reponses to them.	1. Recalling Concluding Inferring Cause and Effect Making Choices	1. Language Arts Oral and Written Communication
2. Have the students discuss the jobs they can get now and how much they pay (baby-sitting, mowing lawns, paper routes, etc.). Ask them what they contribute to society, what they buy, and what they get back from society. Then have the students discuss the rate of pay they will get at age sixteen and later on in their lives and how this will affect them and society. Ask them what they can conclude about school work and the world of work.	2. Recalling Inferring Cause and Effect	2. Oral Communication Math
3. Figure the number of hours spent in school. Figure the number of hours spent on a certain job. Generalize about the two items of information the class has gathered.	3. Recalling Concluding Generalizing	3. Math
4. Choose a career and figure the weekly, monthly, and yearly salary. Average the salary for a career over a five-year period.	4. Recalling	4. Math
5. Ask the pupils to discuss and then write a list of points which they would tell a new pupil about their school. Ask them why the new student would need to feel comfortable in a new school.	5. Inferring Cause and Effect Recalling Inferring Feelings Generalizing	5. Oral and Written Communication
6. Pupils will select a school subject and illustrate on art paper why "Everyone needs _____."	6. Observing Recalling Inferring Cause and Effect Concluding	6. Art

OBJECTIVE	PROCESS	OUTCOME
	5.311 After completing two or three of the listed activities, the fifth year student will identify the relationship of specific school subjects to job performance in a particular occupation he has investigated.	5.311 50% of the fifth year students will name and rank at least three school subject area skills which relate to job performance in one occupation the student has researched. The student will rank these subject area skills in order of importance and give reasons for his ranking. Accept any reasonable list which contains the student's reasons for ranking. EVALUATION: AISD Rating Scale.

ACTIVITIES - RESOURCES	THINKING SKILLS	CONTENT AREA
5.311 7. Let students prepare a bulletin board using the title "Respect, Responsibility, Rights at School". Ask students to choose either one, two, or all three of the words and write their feelings about them. In order to share, the teacher will need to arrange the papers on the board near the appropriate words. Have students read newspapers looking for articles about people who took on responsibility or who want their rights.	7. Recalling Inferring Cause and Effect Inferring Feelings	7. Art Written Communication Language Arts
8. Use several sets of the letters W O W! placed in various parts of the room. Then wait several days before telling the students what the letters stand for--World of Work.	8. Observing Drawing conclusions	8. Oral Communication
9. Have the pupils research the vocational section of an encyclopedia to emphasize the relationship of school and jobs.	9. Recalling Inferring Cause and Effect	9. Language Arts Library Skills
10. Community resource people may be invited to address the class on how school preparation has helped them in the performance of their job. For example: A. Brick layer B. Pulling Unit Operator C. Nurse D. Engineer E. Policeman F. Construction Worker	10. Observing Inferring Cause and Effect Questioning	10. Social Studies Oral Communication
11. Let students prepare reports of various occupations showing a ranking of school subjects used in the performance of these occupations and their reasons for each ranking	11. Recalling Ordering Grouping	11. Language Arts Written Communication

OBJECTIVE	PROCESS	OUTCOME
	5.311 After completing two or three of the listed activities, the fifth year student will identify the relationship of specific school subjects to job performance in a particular occupation he has investigated.	5.311 50% of the fifth year students will name and rank at least three school subject area skills which relate to job performance in one occupation the student has researched. The student will rank these subject area skills in order of importance and give reasons for his ranking. Accept any reasonable list which contains the student's reasons for ranking. EVALUATION: AISD rating scale.

ACTIVITIES - RESOURCES	THINKING SKILLS	CONTENT AREA
5.311 12. Students could survey different television programs and report on special training, skills, and school preparation needed in the job performance of various occupations viewed on television.	12. Observing Recalling	12. Oral Communication Language Arts
13. Students will interview various workers in their school building and report on special training and school preparation needed in the performance of those jobs.	13. Observing Questioning Recalling	13. Oral Communication
14. Use the television program "School and Jobs" from the series Bread and Butterflies. Use the curriculum guide pages 44-51 as a basis for class discussion. Film - (WTEC) - MP73103 - "School and Jobs"	14. Observing Recalling Generalizing	14. Oral Communication

OBJECTIVE	PROCESS	OUTCOME
	5.312 Each student will conclude how school preparation and special training effect job performance.	5.312 Each student will write a paragraph about the effect of school preparation on job performance. Responses on relevancy will vary. Responses of "not important" should be acceptable, if they express the true feelings of the student. EVALUATION: AISD Rating Scale

ACTIVITIES - RESOURCES	THINKING SKILLS	CONTENT AREA
5.312 1. Ask the pupils to read "Wise Alois" from Trails to Treasure and upon completion of reading do the following activities: A. Discuss the importance of the skills learned in school to do the job that Alois received. B. Make a list of the learning skills that Alois used throughout the story. C. Identify an occupation that should make use of each skill that Alois learned in school. D. Discuss the meaning of "communication" and tell different ways that we are able to communicate. E. Identify in writing the skills being taught in school now. Place these skills as heading at the top of a sheet of paper and list as many related occupations as possible under each skill. F. Research two of the occupations and prepare a written report which may be placed on the bulletin board or read orally to the class. Russell, David, Theodore Clymer, Doris Gates, C. McCullough. Trails to Treasure. Boston: Ginn. "Wise Alois", pp. 109-121.	1. Observing Recalling Inferring Cause and Effect Inferring Feelings Anticipating	1. Language Arts All Subject Areas
2. Let the pupils play a game in which one child describes the necessary educational training and the class guesses what occupation he is describing.	2. Concluding Observing	2. Oral Communication
3. Let the pupils organize and produce a puppet show or a paper filmstrip depicting an individual who dropped out of school at an early age and who tried to get a job for which he was not trained or prepared.	3. Recalling Inferring Cause and Effect Inferring Feelings Noticing Differences and Similarities	3. Language Arts Art Oral Communication

OBJECTIVE	PROCESS	OUTCOME
	5.312 Each student will conclude how school preparation and special training affect job performance.	5.312 Each student will write a paragraph about the effect of school preparation on job performance. Responses on relevancy will vary. Responses of "not important" should be acceptable, if they express the true feelings of the student. EVALUATION: AISD Rating Scale

ACTIVITIES - RESOURCES	THINKING SKILLS	CONTENT AREA
5.312 4. Pupils in the class will organize a panel discussion on the reasons for learning to read. (For example: to secure information, to learn new ideas, to find out about the news, to enjoy the selection).	4. Recalling Ordering Inferring Cause and Effect	5. Oral Communication Language Arts
5. Ask each pupil to choose a job in which he is most interested and illustrate on a chart how each school subject is important to that job.	5. Noticing Differences and Similarities Concluding	5. All School Subject Areas
6. Pupils will suggest different jobs that might be listed under the fifteen occupational clusters. Allow three or four pupils who have similar interests to present oral reports on the jobs within one of the clusters. One pupil might discuss jobs in the cluster which require little or no education training. Another should discuss those jobs which require high school or vocational training. The third should discuss those which require college education. Other groups of pupils might report on the other job clusters. For a chart of the Job Clusters, see Resource Guide Page 110.	6. Noticing Differences and Similarities Concluding Recalling	6. Oral Communication All Subject Areas
7. Initiate a class discussion dealing with the need for basic school skills. Use these questions to guide the discussion: A. What do you think that you might like to be as an adult? B. What must you know and do to be ready for the job you think you would like to have? C. Why do we have school? D. Why is school important to people? E. How can school help people prepare for future work?	7. Noticing Differences and Similarities Ordering Inferring Cause and Effect Concluding Generalizing	7. All School Subject Areas

OBJECTIVE	PROCESS	OUTCOME
	5.312 Each student will conclude how school preparation and special training affect job performance.	5.312 Each student will write a paragraph about the effect of school preparation on job performance. Responses on relevancy will vary. Responses of "not important" should be acceptable, if they express the true feelings of the student. EVALUATION: AISD Rating Scale

ACTIVITIES - RESOURCES	THINKING SKILLS	CONTENT AREA
5.312 7. (contd.) F. What should be expected from school experience? G. What can be done to derive the greatest benefit from school? H. How often does one use the things learned in school? I. What subjects taken in school helped the most? J. What other kinds of jobs could one possibly secure by having studied those subjects?		
8. Show the class films in order to relate the importance of school to work by discussing statements such as: A. The reasons why a person should decide on the amount of education he would like to have is . . . B. Ways in which one can get the necessary education are . . . C. Certain courses should be studied in the process of getting an education because . . . D. School, like the world of work, helps a person meet and associate with many kinds of people. Also, one must occasionally work for the good of others as well as himself. E. School teaches you not to quit, and to respect the rights of others because. . . Kits - (WTEC) KT72007 - "Career Awareness: Air Transportation" KT72008 - "Career Awareness: Computer Industry" KT72005 - "Career Awareness: Health Care" KT72006 - "Career Awareness: Law Enforcement" KT72009 - "Career Awareness- Mass Media"	8. Observing Noticing Differences and Similarities Ordering Inferring Cause and Effect Inferring Feelings Grouping Generalizing	8. All School Subject Areas

OBJECTIVE	PROCESS	OUTCOME
	5.312 Each student will conclude how school preparation and special training affect job performance.	5.312 Each student will write a paragraph about the effect of school preparation on job performance. Responses on relevancy will vary. Responses of "not important" should be acceptable, if they express the true feelings of the student. EVALUATION: AISD Rating Scale

ACTIVITIES - RESOURCES	THINKING SKILLS	CONTENT AREA
5.312 9. Ask the pupils to interview parents and neighbors concerning the ways that school subjects are used in their jobs.	9. Inferring Cause and Effect Inferring Feelings Questioning	9. All School Subject Areas
10. As a class activity the class will prepare a large chart listing occupations that have been discussed under the appropriate clusters. Beside each of the occupations the class will list school subjects used in the performance of those occupations in order of importance.	10. Recalling Ordering Classifying	10. Language Arts Written Communication
11. After discussing causes and effects of school preparation and special training on job performance in various occupations, the class will make generalizations about school preparation and special training in job performance.	11. Inferring Cause and Effect Generalizing	11. Oral Communication
12. Imagine a day without math. You or no one you come in contact with could use any math concept. What would your day be like? The same idea might be used with reading, writing, music, art, etc.	12. Inferring Cause and Effect Generalizing Concluding	12. Math Oral Communication

PROJECT CARE

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GRADE SIX

6.1 CONCEPT I: KNOWING AND ACCEPTING YOURSELF IS NECESSARY FOR A POSITIVE SELF-CONCEPT.

GOAL: The goal is for the student to determine who he is, evaluating his interests, abilities, values, needs and other characteristics. It is essential that he become aware of himself and acquire a sense of purpose. He needs to realize that self-understanding can point to occupational interests. Part of the preparation for the world of work is for the student to learn about himself.

OBJECTIVE	PROCESS	OUTCOME
6.11 The sixth year students will be able to demonstrate knowledge about themselves; that all belong to the family of man with more likenesses than differences; and that all have varied abilities to do work.	6.111 The sixth year student will complete several of the listed activities.	85% of the sixth year students will display knowledge about themselves as measured by the AISD rating scale and teacher observation. EVALUATION: AISD rating scale

ACTIVITIES - RESOURCES	THINKING SKILLS	CONTENT AREA
6.11 1. Sentence completion - Things about Me and the World of Work. See Resource Guide Page 111.	1. Recalling Anticipating Making Choices	1. Language Arts
2. Discuss abilities, talents and training.	2. Recalling Inferring Cause and Effect	2. Oral Communication
3. List some of your (the student's) abilities, etc.	3. Recalling	3. Written communication
4. The teacher will use a sociogram to help determine children who need help interacting with others.	4. Inferring Cause and Effect Inferring Feelings	4. Language Arts
5. Show the film "People are Different and Alike." Discuss the ways people are alike and the ways in which they are different.	5. Observing Noticing Differences & Similarities	5. Language Arts
6. Use the television program "Me, Myself, and Maybe" from the series Bread and Butterflies. See page 33 of the curriculum guide for this series for a guide for class discussion. Film - (WTEC) MP73101 - "Me, Myself, and Maybe"	6. Recalling Anticipating	6. Oral Communication

OBJECTIVE	PROCESS	OUTCOME
	6.112 The sixth year students will complete at least two of the activities and generalize that they are affected by decisions.	80% of the sixth year students will display knowledge that they make decisions and are affected by their decisions as observed by the teacher in the group discussions and decisions made in the classroom. Evaluation: AISD Rating Scale

ACTIVITIES - RESOURCES	THINKING SKILLS	CONTENT AREA
6.112 1. Differentiate between an easy decision and a difficult one. (Point out to students that background, training and experience help determine our decisions.)	1. Inferring Cause and Effect	2. Oral Communication
2. Select from a list of decision options those which would affect only the pupil and those which would have the most affect on others.	2. Classifying Inferring Cause and Effect	2. Language Arts
3. Have students compare decisions that they have to make now with ones they will have to make in the future.	3. Noticing Similarities Concluding Anticipating	3. Oral Communication
4. Discuss the importance of certain people in their roles of decision-makers: umpire, referees, principals, mayors, governors, presidents, parents, etc.	4. Inferring Cause and Effect	4. Oral Communication
5. Use Ben Franklin's method of decision-making. Resource Guide, Pages 112 & 113.	5. Concluding	5. Social Studies
6. Use the television program "Decisions, Decisions" from the series Bread and Butterflies. See page 43 in the curriculum guide for this series as a basis for class discussion. Film - (WTEC) MP73102 "Decisions, Decisions"	6. Inferring Cause and Effect Concluding Making Choices	6. Oral Communication
7. Involve students in role-play situations. Have them use a step-by-step planning before the role-playing. A. Identify the problem B. List alternative solutions C. Explore consequences of these solutions D. Make the best choice after looking at the consequences E. Identify roles to play F. Role play the "best" alternative G. Check the validity of actions H. Play one of the other alternatives or suggestions after discussing G.	7. Inferring Cause and Effect Concluding Making Choices Concept Testing	7. Oral Communication Social Studies

6.2 CONCEPT III - IN MANY CAREERS, COOPERATION AMONG WORKERS IS ESSENTIAL.
GOAL: For the student to form attitudes, habits and an understanding of the world of work. These are all important in enabling students to make later successful adjustments to the work-a-day world. It is essential for students to understand the interdependency of workers within our society and the need for cooperation in work. The ability to communicate effectively helps a person work well with other people. Cooperation is essential in the world of work.

OBJECTIVE	PROCESS	OUTCOME
6.21 Upon completion of a unit on mass production, the sixth grade students will have formed a company and produced goods for "sale" to teachers in the building. They will demonstrate the cooperation needed by workers with all participating in role-playing situations in the company formed. The class will conclude that others rely upon him/her to complete tasks and that cooperation is essential.	6.211 After completing at least three of the suggested activities, sixth year students will form a business company.	All sixth grade students will cooperate in supplying personnel to staff each position in the company formed within their classroom. Evaluation: AISD Rating Scale

ACTIVITIES - RESOURCES	THINKING SKILLS	CONTENT AREA
1. Ask pupils to discuss the meanings of the words "cooperation" and "teamwork" and relate their importance to job success.	1. Recalling Inferring Cause and Effect	1. Language Arts Oral Communication
2. Ask the pupil to write on a piece of paper the first word that comes to mind when he hears the word "Cooperation". After the pupil has read aloud what he has written, ask him to use a dictionary for additional meanings. Pupil discusses and relates these meanings to home, school, and the work world.	2. Recalling Inferring Cause and Effect Inferring Feelings	2. Language Arts Oral Cominucation Library Skills
3. Initiate a class discussion dealing with the idea that facts about an industry are necessary for understanding occupations within the industry such as: A. Why does an industry get started? B. Why does an industry locate in a particular area? C. A community investigates an industry before bringing it into the community. D. All new industries make available different types of jobs. E. Industry contributes to a better life in a community. F. One hundred new jobs mean many good things to a community. Film - (WTEC) MP71419 - "Is it Always Right To Be Right?"	3. Recalling Noticing Differences & Similarities Anticipating Inferring Cause and Effect	3. Oral Communication Social Studies

OBJECTIVE	PROCESS	OUTCOME
	6.211 After completing at least three of the suggested activities, sixth year students will form a business company.	All sixth grade students will cooperate in supplying personnel to staff each position in the company formed within their classroom. Evaluation: AISD Rating Scale

ACTIVITIES - RESOURCES	THINKING SKILLS	CONTENT AREA
5. Read to the class the story "The Captive Swans" and conduct a discussion about the importance of the following: A. The mountie's being able to understand and cooperate with people. B. Everyone working together in the interest of ecology. C. Job developments in the field of ecology. Russell, David; Theodore Clymer, Doris Gates, C. McCullough, Roads to Everywhere. Boston: Ginn. "The Captive Swans," pp. 248-257	5. Recalling Inferring Cause and Effect Inferring Feelings	5. Language Arts Oral Communication
6. Pupils will discuss the purpose of studing social studies - geography and history. Emphasize that such a study helps the pupil to understand the following: A. How and where people live B. Why people dress as they do C. Why people eat as they do D. Why people act differently E. Why people may think differently. (This can help a person understand that even though other people think or do things differently, it does not mean that their philosophy is necessarily right or wrong. Impress pupils with the importance of tolerance. Students also need to be aware of the need for cooperation with people of different cultures in an effort to make life better for everyone.)	6. Observing Recalling Noticing Differences & Similarities Inferring Feelings	6. Social Studies Oral Communication

OBJECTIVE	PROCESS	OUTCOME
	6.211 After completing at least three of the suggested activities, sixth grade students will form a business company.	All sixth grade students will cooperate in supplying personnel to staff each position in the company formed within their classroom. Evaluation: AISD Rating Scale

ACTIVITIES - RESOURCES	THINKING SKILLS	CONTENT AREA
6.211 7. Each pupil will write five ways in which he can show cooperation with school personnel.	7. Anticipating Inferring Cause and Effect	7. Written Communication Langauge Arts
8. Pupils will role-play a scene selected by the class. Pupils will suggest ways in which school helps one to cooperate with brothers, sisters, or relatives near his age.	8. Making Choices Inferring Cause and Effect Inferring Feelings	8. Oral Communication
9. Pupils will dramatize one situation in which the importance of courtesy and respect for others is emphasized. See Resource Book for supplementary stories.	9. Inferring Cause and Effect Inferring Feelings Generalizing	9. Oral Communication
10. Pupils will write a five sentence paragraph beginning, "My personal code of behavior will help me learn how to get along with others. .	10. Inferring Cause and Effect Inferring Feelings Anticipating	10. Language Arts Written Communication
11. Have the pupils work together in small groups to draw a chart of the organizations of the school and its staff, placing each school worker on the chart. Conduct a class discussion about the following: A. How working together made completion of the chart possible B. What the school would be like if any worker did not work well with the other workers. Examples: Lunchroom workers, Custodial staff, School bus driver.	11. Recalling Inferring Cause and Effect Generalizing Anticipating	11. Art Language Arts Written Communication Math

OBJECTIVE	PROCESS	OUTCOME
	6.211 After completing at least three of the suggested activities, sixth grade students will form a business company.	All sixth grade students will cooperate in supplying personnel to staff each position in the company formed within their classroom. Evaluation: AISD Rating Scale

ACTIVITIES - RESOURCES	THINKING SKILLS	CONTENT AREA
6.211 12. Have the pupils research as much material as possible on mental health and mental fitness. Include developing responsibility, cooperation with others, self-discipline, self-confidence, self-respect, and self-understanding. Have the pupils conclude with a personal evaluation to determine how well one is developing into a person who will have a high degree of personal success in any job. Kit - (WTEC) KT72/24 "Awareness: Insight into People" Film - (WTEC) MP72073 "I Am" MP72074 "I Think"	12. Recalling Inferring Cause and Effect Questioning Anticipating	12. Language Arts Written Communication
13. Show film about being a good sport and then: A. Have the pupils role-play a situation in which one has the choice of playing unfair. B. Lead the class in a discussion about the importance of cooperation (1) In a team game such as football, baseball, basketball, etc. (2) In any chosen classroom situation Film - (WTEC) MP71363 "What Should I Go - The Game."	13. Observing Noticing Differences & Similarities Inferring Cause and Effect Inferring Feelings	13. Oral Communication
14. Take a field trip to a business to learn the organization of the business from boss to worker. On return to school make an organizational chart.	14. Observing Recalling Grouping	14. Oral Communication
15. After research in the library with regard to the formation of a company, students will make an organizational chart of the positions needed for the company they will form. The research they do might include charts from the encyclopedia or a chart such as the structure of the Andrews Independent School District. Show the film "A Pair of Jeans" to show cooperation in assembly line production.	15. Recalling Grouping	15. Language Arts Library Skills

OBJECTIVE	PROCESS	OUTCOME
	6.211 After completing at least three of the suggested activities, sixth grade students will form a business company.	All sixth grade students will cooperate in supplying personnel to staff each position in the company formed within their classroom. Evaluation: AISD Rating Scale

ACTIVITIES - RESOURCES	THINKING SKILLS	CONTENT AREA
15. (continued) Film - (WTEC) MP71037 "Clothing - A Pair of Blue Jeans"		
16. Interview an authority figure from a company and a worker from the same company. Have the class develop questions about work situations to be reacted to by both. Include questions about the ways corporation is needed in industry. After the interviews compare results and discuss	16. Observing Noticing Differences & Similarities	16. Oral Communication
17. Discuss why an authority figure or one who makes decisions is needed in a work situation. Draw on previous experiences.	17. Recalling	17. Oral Communication
18. Use the television program "The Way We Live" from the series Bread and Butterflies. Use pages 72-70 from the curriculum guide for this series. The information provided may be used as the basis for a class discussion. Film - (WTEC) MP73107 "The Way We Live"	18. Observing Recalling Generalizing	18. Oral Communication
19. 19. Have students form the company, produce and sell the goods then go out of business. Be sure to discuss with students: 1. What was good about their company? 2. How it could have been made better? 3. How they felt about giving or taking orders from other students? 4. Did they feel their job was important? 5. How did they feel about other workers in the company? 6. In general what did they learn from the experience?	19. Observing Inferring feelings Inferring cause and effects Concluding Generalizing	19. Social S Studies Math Art

OBJECTIVE	PROCESS	OUTCOME
	6.212 Upon completion of several activities, the sixth year students will produce goods using assembly-line procedures.	All sixth grade students will participate in role-playing situations in the company they formed and help to produce a product. Evaluation: AISD Rating Scale

ACTIVITIES - RESOURCES	THINKING SKILLS	CONTENT AREA
1. Pupils will dramatize a part of a skit depicting how different emotions can be controlled in a constructive way. This can be done after viewing the program "Strong Feelings" from the series Inside/Out. Use the teacher's guide, pages 14-15. Film - (WTEC) MP72057 "Strong Feelings"	1. Observing Inferring Cause and Effect Inferring Feelings	1. Oral Communication
2. Initiate a class discussion about the meaning of respect for property. Have the pupils list possessions that belong to them, to a brother or sister, or to a classmate. Differentiate between common and personal property.	2. Ordering Inferring Cause and Effect	2. Oral Communication
3. Ask the pupils to find an advertisement in the want-ad section of a newspaper and write a paragraph explaining why getting along with others is necessary for success on this job.	3. Inferring Cause and Effect	3. Language Arts Written Communication
4. Read to the students the story "Two Against The Sea" and discuss the following: A. We develop attitudes when we are young by being concerned and helpful to others that will help us succeed when we become workers. B. We can find something likeable in most people if we get to know them well enough. Russell, David, Theodore Clymer, Doris Gates, Mabel Snedaker. Wings to Adventure. Boston: Ginn. "Two Against the Sea," pp. 23-35	4. Recalling Inferring Cause and Effect Inferring Feelings	4. Language Arts Oral Communication

OBJECTIVE	PROCESS	OUTCOME
	6.212 Upon completion of several activities, the sixth year students will produce goods using assembly-line procedures.	All sixth grade students will participate in role-playing situations in the company they formed and help to produce a product. Evaluation: AISD Rating Scale

ACTIVITIES - RESOURCES	THINKING SKILLS	CONTENT AREA
5. Have the pupils working together in groups to create a skit showing that one person's not getting along with others can cause a project or job to fail. Present to the whole class or in an assembly program one of the best skits. Examples for skits: A. Organizing a class project B. Preparing a class report C. Building a bridge or highway D. Assembling an automobile.	5. Inferring Cause and Effect Inferring Feelings Anticipating	5. Oral Communication

OBJECTIVE	PROCESS	OUTCOME
	6.212 Upon completion of several activities, the sixth year students will produce goods using assembly-line procedures.	All sixth grade students will participate in role-playing situations in the company they formed and help to produce a product. Evaluation: AISD Rating Scale

ACTIVITIES - RESOURCES	THINKING SKILLS	CONTENT AREA
6. Show the film dealing with cooperation. Then let the class discuss the things that the class does together and the things which need cooperation. Film - (WTEC) MP71073 - "Values - Cooperation"	6. Observing	6. Oral Communication
7. Have the pupils find the definitions of the word "conformist" and nonconformist". Then let them discuss whether each person is a conformist or a nonconformist or a combination of both.	7. Recalling Concluding	7. Language Arts Oral Communication
8. Show either or both of the films listed. After viewing discuss with the class questions such as: A. What is The Bill of Rights? B. Why is it in the Constitution of the United States? C. Why will this document help us to be better citizens? D. How would this bill enable people to cooperate in a better way? E. How does the Bill of Rights effect our world of work? Film - (WTEC) MP68071 - "The Bill of Rights in Action: Story of a Trial" MP68072 - "The Bill of Rights of the United States" MP74054 - "Bill of Rights in Action: Freedom of the Press"	8. Observing Inferring Cause and Effects Concluding Generalizing	8. Oral Communication Social Studies
9. In a class discussion on the Bill of Rights relate the following to the classroom, home or work. A. Freedom of speech B. The right to privacy C. Freedom of religion D. The right to trial by jury	9. Recalling Inferring Cause and Effect Concept testing	9. Language Arts Oral Communication Social Studies

OBJECTIVE	PROCESS	OUTCOME
	6.212 Upon completion of several activities, the sixth year students will produce goods using assembly-line procedures.	All sixth grade students will participate in role-playing situations in the company they formed and help to produce a product. Evaluation: AISD Rating Scale

ACTIVITIES - RESOURCES	THINKING SKILLS	CONTENT AREA
6.213 1. Use the film "Holiday from Rules" to let the class determine what would be the consequence of not having rules for all.	1. Observing Anticipating Concluding	1. Oral communication
2. Have the pupils discuss the following items after viewing the film: A. Every man is three men: the man he thinks is is, the man others think he is, and the man he really is. B. We best understand others by understanding ourselves: we best get along with others by understanding them. Film - (WTEC) MP71077 - "Values - Understanding Others" MP71078 - "Values - Understanding Ourselves"	2. Noticing Differences and Similarities Concept testing Inferring Cause and Effect Concluding Generalizing	2. Oral communication
3. Let the pupils have a discussion session, "What Bugs Me About People," sharing ideas about the likeable or unlikeable qualities of people.	3. Noticing Differences and Similarities Inferring Cause and Effect Concluding	3. Oral communication
4. Ask the pupils to make a list of the rights and responsibilities of each pupil in the school. Examples: A. Rights (1) To Learn (2) To be Respected (3) To be Treated Fairly B. Responsibilities (1) To Study (2) To be Courteous (3) To be Punctual (4) To be Cooperative	4. Recalling Concluding Generalizing	4. Written communication

OBJECTIVE	PROCESS	OUTCOME
	6.213 The sixth year students will demonstrate cooperation needed in industry by role-playing situations with all participating.	The sixth year students will "sell" the product they made in their classroom to teachers in the building. EVALUATION: AISD Rating Scale

ACTIVITIES - RESOURCES	THINKING SKILLS	CONTENT AREA
6.213 5. Have the pupils discuss situations in which people at school have difficulty in getting along with others. (Emphasize the positive approach to getting along.) Examples: A. Sharing the pencil sharpener B. Sharing books C. Sharing supplies D. Sharing a locker E. Sharing of classroom dictionaries F. Respecting property rights of others Film - (WTEC) MP74051 "School Problems - Getting Along With Others"	5. Inferring Cause and Effect Inferring Feelings	5. Oral communication
6. Let the pupils have a class discussion on good manners in the school cafeteria or assembly hall. Ask these questions: A. How does it help a performer on the stage if the audience shows good manners? B. How does it help the school operate successfully if pupils use good manners in the cafeteria? C. Why is our cooperation necessary?	6. Observing Inferring Cause and Effect Inferring Feelings Concluding Generalizing	6. Oral communication
7. Ask the pupils to discuss with parents how getting along well with others on a job helps one in performing the job successfully. Results may be discussed in class.	7. Inferring Cause and Effect Concept Testing	7. Oral communication
8. Discuss the importance of developing the ability to work well with others. Point out that future success on a job may be influenced by how well one is able to get along with others. Filmstrip - (WTEC) FS00744 "Developing Your Personality - A Series"	8. Ordering Inferring Cause and Effect Inferring Feelings Generalizing	8. Oral Communication

OBJECTIVE	PROCESS	OUTCOME
	6.213 The sixth year students will demonstrate cooperation needed in industry by role-playing situations with all participating.	The sixth year students will "sell" the product they made in their classroom to teachers in the building. EVALUATION: AISD Rating Scale

ACTIVITIES - RESOURCES	THINKING SKILLS	CONTENT AREA
6.213 9. Have the pupils discuss this statement, "The reputation of a class is often dependent on the behavior of certain individuals." Ask the class to organize and develop a set of guidelines for creating pride in their class. Note also that to fulfill this set of guidelines, a certain amount of cooperation among students will be necessary.	9. Inferring Cause and Effect Inferring Feelings Generalizing	9. Oral Communication
10. Have the pupils read books or view films/filmstrips which deal with getting along with people and write a report which can be shared orally with classmates. Films - (WTEC) MP71074 - "Values - Playing Fair" MP71076 - "Values - The Right Thing to Do"	10. Observing Recalling Noticing Differences and Similarities Inferring Cause and Effect Inferring Feelings	10. Language Arts Written Communication
11. Students will cooperatively compute the cost of the product made in class and "sell" it to teachers in their buildings.	11. Observing Concluding	11. Math
12. Use the television program "Planning Ahead: The Racer" from the series Bread and Butterflies. Use pages 80-87 from the curriculum guide for this series. The information provided may be used as the basis for a class discussion. Film - (WTEC) MP73108 - "Planning Ahead: The Racer"	12. Inferring Cause and Effect Generalizing Observing	12. Oral Communication

PROJECT CARE

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ANDREWS MIDDLE SCHOOL

CAREER ORIENTATION

CAREER CONCEPTS

ANDREWS MIDDLE SCHOOL

CAREER ORIENTATION

I. 7-8.1 Individuals Need A Good General Education As Preparation For A Changing World

II. 7-8.2 Individuals Differ In Their Abilities, Interests, Aptitudes and Values

III. 7-8.3 Career Choice Affects The Individual's Total Life

IV. 7-8.4 A Satisfying Career Contributes To Mental Health

V. 7-8.5 Technological And Sociological Changes Eliminate And Create Jobs

CAREER CALENDAR

ANDREWS MIDDLE SCHOOL

September	-	Pre Test
October	-	Language Arts Department
November	-	Social Studies Department
December	-	None
January	-	Math Department Home Economics Department
February	-	Electives: Art, Band, Choir, CVAE, Shop, Speech, Strings
March	-	Physical Education Department
April	-	Science Department
May	-	Post Test

Key To Symbols:

CO - Counselor's Office

L - Library

LC - Learning Center

WTEC - West Texas Educational Center

PROJECT CARE

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ANDREWS MIDDLE SCHOOL

SEVENTH & EIGHTH

7-8 CONCEPT I: INDIVIDUALS NEED A GOOD GENERAL EDUCATION AS PREPARATION FOR A CHANGING WORLD

GOAL: The concept is twofold; it provides opportunity for the student to explore the purposes of education in relation to preparation for making a living and gives relevance to otherwise abstract, academic subject matter. Hopefully, such an emphasis will provide educational motivation that will make schooling a meaningful experience.

OBJECTIVE	PROCESS	OUTCOME
7-8.11: 75% of the students will be able to name three reasons why degree of education is related to salaries earned, and will be able to verbalize the relationship between school subjects and preparation for the work world.	7-8.111: Students will study the purposes and tasks of the school to find an answer to the question, "Why do I have to go to school?"	After having engaged in selected activities 75% of the students will be able to state in oral or written form a satisfactory answer to the question, "Why do I have to go to school?" as evaluated by the teacher. EVALUATION: Test instrument and verbal response COMMENTS:

ACTIVITIES - RESOURCES	THINKING SKILLS	CONTENT AREA
1. View "Preparing for the Jobs of the 70's; discuss avenues of preparation for the jobs presented. CO: "Preparation for the Jobs of the 70's", Guidance Associates, (2 Filmstrips/records)	1. Observing Recalling Concluding	Language Arts Department
2. View "Dropping Out: Road to Nowhere"; contrast the ideas presented with those presented in the previous film. CO: "Dropping Out: Road to Nowhere" Guidance Associates, (2 Filmstrips/records)	2. Observing Recalling Noticing differences Inferring effects Concluding Inferring causes	
3. Study and discuss the role of the school in preparing one for life and work; compare wages earned with degree of education earned. CO: Career Exploration and Planning; Shertzer, Chapter I "The Case for Education" Workbook exercises (Ibid.) Choosing your Career, Ed. Serv. "Getting the Skills for Tomorrow's Jobs", pamphlet. The Psychology of Careers, Super, Harper, Row Resource Guide: pp. 1-3 L & Co: Occupational Outlook Handbook, U.S. Dept. of Labor, "Tomorrow's Jobs" pp.13-21	3. Inferring effects Generalizing Inferring causes Noticing similarities and differences	
4. Consider how school subjects are directly related to preparation for work. CO: Career Education Program, Saltzman, Unit I, "What Kinds of Work Are There?" Unit II, "Workers in the School" Choosing Your Career, Ed. Serv., "Related Vocations and School Subjects" Pamphlet	4. Noticing similarities Questioning	

OBJECTIVE	PROCESS	OUTCOME
	7-8.111: Students will study the purposes and tasks of the school to find an answer to the question, "Why do I have to go to school?"	After having engaged in selected activities 75% of the students will be able to state in oral or written form a satisfactory answer to the question, "Why do I have to go to school?" as evaluated by the teacher. EVALUATION: Test instrument and verbal response COMMENTS:

ACTIVITIES - RESOURCES	THINKING SKILLS	CONTENT AREA
4. Continued.... CO: School Subjects and Jobs, SRA pamphlet The Teacher's Role in Career Development, Tennyson, Soldahl and Mueller, charts "Careers Related to School Subjects", pamphlet Job Family Series: Jobs in Science, Jobs in Mathematics, Jobs in Art, Jobs in Home Economics, etc. A Guide for Developmental Vocational Guidance, Okla. State Dept. of Education, Use subject matter; job related charts		
5. Study materials related to educational planning toward getting the skills for tomorrow's jobs in school. CO: Career Exploration and Planning, Shertzer, Chap. II "What School Can Do For You", workbook exercises (Ibid.) What High School Can Do For You, SRA Career Education Program, Saltzman, Unit III, "You and Your High School Education" and "You and Your Post High School Education" L: Also current materials can be located in Reader's Guide	5. Generalizing Questioning	

OBJECTIVE	PROCESS	OUTCOME
7-8.12: After having observed and participated in activities concerning study habits and techniques 75% of the students will be able to evaluate their study habits, formulate a plan of action to remedy inadequate habits, and monitor this plan through the ensuing year.	7-8.121: Students will analyze the relationship between the school as a work setting and training program for future work, and the answer to the question "How can I get the most out of school?"	After having participated in selected activities 75% of the students will be able to assess their own study habits, attitudes, and skills and will be able to monitor themselves in the future without further assistance. EVALUATION: Study Habits Check List My Study Schedule

ACTIVITIES - RESOURCES	THINKING SKILLS	CONTENT AREA
1. Students will learn the keys to good study habits. CO: "Developing Your Study Skills," Guidance Associates (2 filmstrips/records) Workbook: "Programmed Study Techniques," American Guidance Service SRA Pamphlets: Study Your Way Through School Make Your Study Hours Count Making the Most of Your Intelligence How to Take a Test "Preparing for Daily Work" McGraw Hill, (filmstrip) LC: "How to Succeed in High School by Trying" Guidance Associates (2 filmstrips/tapes)(K-48) WTSC: "Failure: A Step Toward Growth". (filmstrip/tape) "Your Study Methods" MP "Your Study Skills: Doing an Assignment" MP "Your First Year in High School (filmstrip/tapes) Resource Guide: pp. 4-10	1. Observing Recalling Inferring Making Choices Concluding Generalizing	Language Arts Department

OBJECTIVE	PROCESS	OUTCOME
7-8.13: 90% of the students will recognize and recall personal attributes that affect interaction between selves and others and will voluntarily committ themselves to alter some personal, personality characteristic by voluntarily completing a chosen personality scale and assessment.	7-8.131: Students will study personality and human interrelationships as contributive factors that move them toward educational, vocational and personal goals.	90% of the students will be able to describe a situation where personality was a deciding factor in ones getting and/or keeping friends or a job. EVALUATION: Personality Rating Scale Personality Assessment COMMENTS:

ACTIVITIES - RESOURCES	THINKING SKILLS	CONTENT AREA
1. Students will study and discuss how school is a laboratory for personality development and how personality influences interaction within the family, social and work world. CO: Career Exploration and Planning, Shertzer, Chapter 7 "Exploring Your Personal Attributes" Workbook exercises "Ibid.) Choosing your Career, Ed. Serv. "Discovering Your Personality ("Your Personality: The You Others Know") Guidance Associates (2 filmstrips/tapes) How To Choose Your Work, Stone, "Exploring Your Education: Personal Qualities, Appearance Character, Personality" pamphlet Your Personality and You, Splaver Pamphlets: SRA "Getting Along in School" "Growing Up" "Making and Keeping Friends" "How to Get Along With Others" L: Also Dewey 150 Section LC: "Thinking About Personalities", Scholastic Records, (filmstrips & paperback workbooks) Resource Guide: pp.11	1. Observing Inferring effects Inferring feelings Generalizing Classifying Noticing differences	Language Arts Department
2. Students will consider the gap between what a person intends to communicate and the interpretation of that message by others CO: Listening With the Third Ear, Reik Counselor's Source Book, El Paso ISD, Social Awareness Domain-exercises and games Search for Values, Dimensions of Personality Unit VI "Relationships", Unit VII "Images" Resource Guide: pp 12-14	2. Inferring effects Inferring feelings Questioning Concept Testing Noticing similarities and differences	
3. Students will take a Personality Assessment Inventory. CO: Several to Select from Resource Guide: pp. 15-18	3. Ordering Making Choices	

OBJECTIVE	PROCESS	OUTCOME
	7-8.131: Students will study personality and human interrelationships as contributive factors that move them toward educational, vocational and personal goals.	90% of the students will be able to describe a situation where personality was a deciding factor in ones getting and/or keeping friends or a job. EVALUATION: Personality Rating Scale Personality Assessment COMMENTS:

ACTIVITIES - RESOURCES	THINKING SKILLS	CONTENT AREA
4. Students will study the interview and how personality is a factor in getting a job. CO: How To Get The Job, Stone, Chapter 3, "The Interview" "Job Interview - Men" and "Job Interview - Women", Guidance Associates (filmstrips/records) WTSC LC: World of Work, McGraw-Hill, "Getting the Job", booklets (K-106) Resource Guide: pages 19-26	4. Observing Inferring effects Questioning Inferring causes	Language Arts Department
5. Video Tape: AISD Media Center Careers in Communication Students will discuss steps to be taken in order to change negative aspects of ones personality. Resource Guide: pages 27-28	5. Concluding Making Choices	
6. Student will view the slide presentation "Warm Fuzzies and Cold Pricklies" and discuss the implications it has for human interaction skills. "Warm Fuzzies and Cold Pricklies" (video-tape or slides) WTEC	6. Observing Concluding	

7-8.2 CONCEPT II: INDIVIDUALS DIFFER IN THEIR ABILITIES, INTERESTS, APTITUDES, AND VALUES

GOAL: It is essential that the Middle School student develop an accurate perception of himself in relation to the Work World. The emphasis is upon the student's understanding of his abilities, interests, aptitudes and values. As a result of these understandings the student can begin to identify with an occupational level in general that most closely relates to the student's desired "life style."

OBJECTIVE	PROCESS	OUTCOME
7-8.21: The student will analyze his personal values, abilities and interests and will compare them with those required characteristics of various careers. 75% will be able to match their personal characteristics to those of five compatible careers and will be able to use this knowledge toward personal educational, vocational planning.	7-8.211: Students will identify differentiated "life styles" consistent with various careers and relate this information to their personal abilities, interests, aptitudes and values.	75% of the students will be able to differentiate among lifestyles of five careers of their choice selected from five of the fifteen Career Clusters. EVALUATION: My Interest Profiles A & B My Interest Chart Interest and Abilities Survey Abilities Chart Things I Do Well Strengths and Weaknesses How I Rate COMMENTS:

ACTIVITIES - RESOURCES	THINKING SKILLS	CONTENT AREA
1. Students will make an inquirey into the reasons why people work and the role of work in an individual's life. CO: "Why Work At All," Guidance Associates, (filmstrip/record) Career Education Program, Saltzman, Unit 1 "Why Do People Work?" (activities and exercises. LC: Discovery: A Career Education Program, Scholastic, "Thinking About Work" and "Why People Work," records, filmstrips, paper backs. AISD Media Center: "Work - What's It All About?" - Video Tape	1. Inferring Effects Concluding Generalizing	Social Studies Department
2. Students will explore how people differ and how these differences correlate with "life styles" required or characteristic of clusters of occupations. CO: Career Education Program, Saltzman, Unit I "How Are People Different?" Resource Guide: p. 29 L: Vocational Biographies - American Lifestyles, D7 LC: Video Cassette - "Work - What's It All About" 30 min.	2. Inferring Effects Inferring Feelings Questioning Anticipating	
3. Students will seek understanding of their own unique value system. CO: Career Exploration and Planning, Shertzer, Chpt. 8 "Exploring Your Beliefs and Values" Choosing Your Career, Ed. Serv. "Discovering Your Values"		

OBJECTIVE	PROCESS	OUTCOME
	7-8.211: Students will identify differentiated "life styles" consistent with various careers and relate this information to their personal abilities, interests, aptitudes and values.	75% of the students will be able to differentiate among lifestyles of five careers of their choice selected from five of the fifteen Career Clusters. EVALUATION: My Interest Profiles A & B My Interest Chart Interest and Abilities Survey Abilities Chart Things I Do Well Strengths and Weaknesses How I Rate COMMENTS:

ACTIVITIES - RESOURCES	THINKING SKILLS	CONTENT AREA
3. Continued... CO: Search For Values, Time, Competition, Personal Space, Committment "Values for Teenagers: The Choice Is Yours," Guidance Associates, (filmstrips/records) Counselor as a consultant L: Dewey Section 136.7, 248.83 and 253 W.EC: "Dare To Be Different"	3. Observing Inferring Feelings Generalizing Concept Testing	

OBJECTIVE	PROCESS	OUTCOME
	7-8.212: All seventh grade students will receive instruction concerning the taking, scoring and interpreting of the Kuder General Interest Survey.	75% of the students completing an interest inventory will be able to state orally or in written form their own areas of significant interest (those measured above the 75%ile) and their own areas of disinterest (those measured below the 25%ile) 75% of the students will be able to correlate measured significant interest to characteristics of five careers by completing portion A of chart 38.

ACTIVITIES - RESOURCES	THINKING SKILLS	CONTENT AREA
1. Students will be given an overview of the Kuder General Interest Inventory emphasizing that it is not a test but a survey of interests and the purposes for which it is used. CO: Transparencies: Kuder General Interest Inventory, SRA Resource Guide: pp. 30 - 33	1. Observing Recalling	Social Studies Department
2. Students will take the inventory and will self score it.	2. Noticing Differences Ordering Classifying Making Choices	
3. Students will receive an interpretation of the Kuder profile. CO: KEYS, SRA "Overview" Transparencies, SRA Choosing Your Career, Ed. Serv., "Discovering Your Interests" Career Packet: "Interpreting Your Interest Profile" "My Interest Profile, A" "My Interest Profile, B" "Personal History, Ability and Interest Sheet" "My Interest Chart" "Things I Do Well" Discovering Your Real Interests, SRA Resource Guide: pp 34 - 36	3. Noticing Differences Noticing Similarities Concluding	
4. Students will divide into small groups of like, high interest areas to use media that helps them further explore their areas of high interest. CO: KEYS, SRA, (filmstrips/tapes) of ten interest areas measured on the Kuder Career Guidance and the Kuder Interest Inventory, SRA pamphlet	4. Observing Inferring Effects	

OBJECTIVE	PROCESS	OUTCOME
	7-8.212: All seventh grade students will receive instruction concerning the taking, scoring and interpreting of the Kuder General Interest Survey.	75% of the students completing an interest inventory will be able to state orally or in written form their own areas of significant interest (those measured above the 75%ile) and their own areas of disinterest (those measured below the 25%ile) 75% of the students will be able to correlate measured significant interest to characteristics of five careers by completing portion A of chart 38.
	7-8.213: Students will study the steps involved in making logical, reasonable, sensible decisions that furthers one toward immediate and long-range goals.	75% of the students will be able to state orally or in written form the five sequential steps involved in the decision making process.

ACTIVITIES - RESOURCES	THINKING SKILLS	CONTENT AREA
Continued: 5. Students will discuss the correlation of measured interest to characteristics of careers within the interest area. CO: KEYS, SRA LC: Career Tapes	5. Inferring Effects Concluding Inferring Causes	
6. Students will discuss the significance of disinterest and the consideration of disinterest when making career decisions. Resource Guide: pp. 37 - 38	6. Noticing Differences Inferring Effects Inferring Causes	
1. Students will study the process of making logical, reasonable, sensible decisions. CO: Career Exploration and Planning, Shertzer, Chpt. 3 "Decision Making: A Complex Personal Process," corresponding workbook exercises. Career Education Program, Saltzman, Unit III, Lesson 1, "The Making of a Decision." "Choosing Your Career," Guidance Associates (filmstrip/tapes) Resource Guide: pp. 45 - 57	1. Recalling Observing Concluding	Social Studies Department
2. Students will participate in activities that demonstrate how aptitude, interests and values enter into the decision-making process. CO: Career Packet Games/activities, etc. LC: Discovery: A Career Education Program, "Thinking About Goals," Scholastic, records, filmstrips, paperbacks. (K-97) Resource Guide: pp. 58-61	2. Observing Recalling Inferring Effects Generalizing Concept Testing Inferring Causes Making Decisions	

OBJECTIVE	PROCESS	OUTCOME
	7-8.213: Students will study the steps involved in making logical, reasonable, sensible decisions that furthers one toward immediate and long-range goals.	75% of the students will be able to state orally or in written form the five sequential steps involved in the decision making process.
	7-8.214: All students will receive information concerning other kinds of test information and how the information can be used to formulate realistic educational planning.	75% of the students will be able to identify five things they do well and correlate this ability/aptitude with educational planning as demonstrated by their choices of high school electives.

ACTIVITIES - RESOURCES	THINKING SKILLS	CONTENT AREA
3. Students will discuss how their abilities, interests and values enter into making career decisions. LC: Vocational Decision Making: A Series, (filmstrips and tapes) Career Game, Laboratory (k-29) Career Tapes, Development Laboratory (K-30) Educational Progress Corp. Resource Guide: pp. 62 - 69		
1. Students will receive information concerning what tests can tell them and cannot tell them about themselves; how to use test scores for self assessment and how to use this information for educational planning.	1. Observing Questioning	Social Studies Department
2. In classroom activities and discussion the students will make a self assessment of their abilities and aptitudes. CO: How To Choose Your Career, Stone Part I, "What Do Tests Tell You?" "Exploring Your Aptitudes, Skills" "Exploring Your Experience - Education" Choosing Your Career, Ed. Serv. "Discovering Your Abilities" "Discovering Your Aptitudes" Your Abilities, SRA About Tests, SRA Career Packet: Self Assessment Inventories, Profiles, Activities. Resource Guide: pp. 39 - 44	2. Concluding Generalizing Questioning Classifying Concept Testing Recalling Observing	
3. Using high school's course description, students will discuss the relationship of aptitude and ability to educational choices. Course descriptions should not be over one year old. LC: High School Course Selection and Your Career, (2 filmstrips, 2 cassettes) (K-49)	3. Concluding Generalizing	

OBJECTIVE	PROCESS	OUTCOME
7-8.22: 75% of the students will be able to synthesize the concepts of individual differences of ability, aptitude, interests, and values as individual talent or creativity that can be expressed through one's vocation and/or avocation as demonstrated by their ability to match their own individual characteristics to those required or desired by three vocations and two avocations.	7-8.221: Students will study the significance of being different that leads to individuality and personal identity.	75% of the students will be able to discover individual identifying characteristics and relate these to vocations or avocations. EVALUATION: My Extra-Curricular Activities and Interests Personal History, Abilities - Interests Sheets COMMENTS:

ACTIVITIES - RESOURCES	THINKING SKILLS	CONTENT AREA
1. Students will be given information and pursue the subject of "individual difference" in class discussion. CO: TEACHER USE: Youth: The Years From Ten To Sixteen, Gesell Child Development: The Emerging Self, Dinkmeyer Adolescent Development, Hurlock On Becoming A Person, Rogers Learning To Be, Mann Identity, Youth in Crisis, Erikson I'm OK, You're OK, Harris Resource Guide: pp. 70 - 72 STUDENT USE: The Art of Growing Up, Nixon Do Your Dreams Match Your Talents, SRA WTEC: "Dare To Be Different," Guidance Associates (filmstrips/tapes)	1. Observing Recalling Inferring Feelings	Art Band Choir Strings Speech
2. Students will participate in some self awareness and awareness of others activities through transactional analysis techniques. CO: Career Packet Games and Activities, T.A. For Kids, Freed Resource Guide: pp. 73 - 79	2. Noticing Similarities Inferring Feelings Concluding Generalizing Questioning Concept Labeling Inferring Causes	
3. Students will have community speakers who will explain and demonstrate their creative talents and modes of expressing those talents.	3. Observing	
4. Within the different elective courses students will study specific careers and avocations when the subject matter is related.	4. Recalling Generalizing Questioning Classifying	

OBJECTIVE	PROCESS	OUTCOME
	7-8.221: Students will study the significance of being different that leads to individuality and personal identity.	75% of the students will be able to discover individual identifying characteristics and relate these to vocations or avocations. EVALUATION: My Extra-Curricular Activities and Interests Personal History, Abilities - Interests Sheets COMMENTS:

ACTIVITIES - RESOURCES	THINKING SKILLS	CONTENT AREA
4. Continued: CO: Encyclopedia of Careers, Vol I "The Performing Arts" "Radio and Television Broadcasting" "Telephone Industry" An Analysis of 15 Career Clusters, U.S. Dept. of Labor "Fine Arts: Humanities Careers: Communications and Media Careers Job Family Series: SRA "Jobs in Performing Arts" "Jobs in Selling" "Jobs in Art" Chronicle Career Kit, Chronicle Guidance Work Kit, SRA Desk Top Career Kit, Houghton-Mifflin Occupational Outlook Handbook, U.S. Dept. of Labor Dictionary of Occupational Titles Encyclopedia of Careers, Vol II Career Clusters: "People Who Create Art" (art designer, puppeteer, musician) tapes L: Vocational Biographies Occupational Outlook Handbook, U.S. Dept. of Labor LC: Video Cassette: "Careers in Communications" 30 min. Development Laboratory (K-30) Educational Progress Corp.		
5. Students will take a self assessment inventory concerning things they can make or do, hobbies, etc. and share these with others through activities and games. CO: Career Packet Resource Guide: pp. 80 - 85	5. Concluding Grouping Concept Labeling Making Choices	
6. Students will take field trips and/or set up exhibits of creative talents possessed by themselves or others.	6. Observing	

OBJECTIVE	PROCESS	OUTCOME
7-8.23: All students will be provided opportunity to perform "hands on" tasks that relate to "real world" skills application. Students will apply their skills by constructing real and simulated projects that depict career-related tools, tasks and products.	7-8.231: Students will participate in a study of tools and tasks as they relate to selected career clusters and will gain actual or simulated experiences with representative tools and tasks.	75% of the students will be able to identify five related careers with a completed project of their own, naming tools and tasks of the Career/ Project. EVALUATION: Completed Display COMMENTS:

ACTIVITIES - RESOURCES	THINKING SKILLS	CONTENT AREA
1. In small groups, students will study careers related to an interest category of their choice (i.e. wood, metal, masonary, electrical, finishing, drafting, etc.) and will determine the tools and tasks of the careers studied. CO: An Analysis of Fifteen Career Clusters, U. S. Dept. of Labor Occupational Outlook Handbook, U.S. Dept. of Labor "Skilled Occupations," pp. 365 - 571 "Manufacturing ," pp. 603 - 709 Encyclopedia of Careers "Ceramics Industry" "Construction Industry" "Electric Utility Industry" "Electronic Industry" "Forging Industry" "Foundry Industry" "Iron and Steel Industry" "Machining and Machinery Industry" "Metallurgy Industry" "Plastics Industry" Dictionary of Occupational Titles, U.S. Dept. of Labor Chronicle Career Kit, Chronicle Guidance Work Career Kit, SRA Desk Top Career Kit, SRA Industrial Career Kit, Houghton-Mifflin Semi-skilled Career Kit, Houghton-Mifflin Career Discoveries: People Who Make Things (filmstrips and tapes) Guidance Associates SRA Job Family Series: Jobs in Building Trades Jobs in Agriculture Jobs in Mechanical Work Opportunities in Machine Shop Trades, Stern LC: WTEC Media Catelogue - Industrial Arts section L: Vocational Biographies	1. Observing Recalling Noticing Similarities Grouping Making Choices	ELECTIVES: Industrial Arts Coordinated Vocational and Academic Education

OBJECTIVE	PROCESS	OUTCOME
7-8.23: All students will be provided opportunity to perform "hands on" tasks that relate to "real world" skills application. Students will apply their skills by constructing real and simulated projects that depict career-related tools, tasks and products.	7-8.231: Students will participate in a study of tools and tasks as they relate to selected career clusters and will gain actual or simulated experiences with representative tools and tasks.	75% of the students will be able to identify five related careers with a completed project of their own, naming tools and tasks of the Career/ Project. EVALUATION: Completed Display COMMENTS:

ACTIVITIES - RESOURCES	THINKING SKILLS	CONTENT AREA
1. Continued... LC: Building Trades, (K-28) Eye Gate, 4 filmstrips, 4 cassettes Preparing for the World of Work, (K-11) 2 cassettes, 2 filmstrips, 1 booklet, Guidance Associates Video Cassettes: 30 min. ea. "Careers in the Building Trades" "Careers in Industry" "Careers in Machine Trades" "Careers in Machine Trades" "Careers in Skilled Services" "On The Road and in the Plant"		
2. Students will prepare a display depicting tools and tasks of the category chosen. These displays could be shared with other students by using various locations.	2. Concluding Generalizing Grouping Classifying	
3. Student groups will make in-class reports to others groups, giving an overview of their findings.	3. Observing Recalling Concluding Classifying	
4. Students will gain "hands on" experiences through mini-projects or courses using the tools and tasks of a category of their choice. CO: Career Education in the Middle/Junior High School, Evans, Chpt. 6 "Work, Simulated Work, Work Observation in the Middle School" Job Experience Kits, SRA	4. Observing Recalling Inferring Effects Concluding Concept Labeling Classifying Concept Testing Inferring Causes Anticipating Making Choices	

OBJECTIVE	PROCESS	OUTCOME
7-8.23: All students will be provided opportunity to perform "hands on" tasks that relate to "real world" skills application. Students will apply their skills by constructing real and simulated projects that depict career-related tools, tasks and products.	7-8.231: Students will participate in a study of tools and tasks as they relate to selected career clusters and will gain actual or simulated experiences with representative tools and tasks.	75% of the students will be able to identify five related careers with a completed project of their own, naming tools and tasks of the Career/ Project. EVALUATION: Completed Display COMMENTS:
	7-8.232: Students will gain a general knowledge of career terminology, unions, licensing and apprenticeship information.	Students will be aware that certain job training will require an apprenticeship and that certain job entry will require license and/or labor union affiliation by having completed their displays.

ACTIVITIES - RESOURCES	THINKING SKILLS	CONTENT AREA
5. Students will study related careers to the products completed in I.A.	5. Recalling Noticing Similarities Concluding Generalizing Grouping Classifying	
1. Students will participate in making a list of terms used in the career materials previously studied and will seek to give definition to those terms. (i.e. blue-collar, white-collar, skilled, semi-skilled, craftsman, journeyman, collective bargaining, etc.) Resource Guide: pp. 86 - 87	1. Recalling Concluding Concept Labeling	Industrial Arts Vocational CVAE
2. Students will study the purposes and tasks of labor unions. CO: Career Packet: I.A. CVAE Resource Guide: pp. 88 - 96	2. Observing Recalling Concluding Questioning	
3. Speakers may be heard from local representative labor unions. CO: List	3. Observing Recalling Questioning Inferring Causes	
4. Students will study the purposes and tasks of apprenticeship programs, which skills are learned as an apprentice and how one can enter an apprenticeship training program. The National Apprenticeship Program, U.S. Dept. of Labor Resource Guide: pp. 97 - 99	4. Observing Recalling	

OBJECTIVE	PROCESS	OUTCOME
	7-8.232: Students will gain a general knowledge of career terminology, unions, licensing and apprenticiship information.	Students will be aware that certain job training will require an apprenticeship and that certain job entry will require license and/or labor union affiliation by having completed their display.

ACTIVITIES - RESOURCES	THINKING SKILLS	CONTENT AREA
5. Students may visit the vocational school at high school, the home being built by the ICT students, or local industries that have apprenticeship training as a way of seeing how these skills are sequentially learned.	5. Observing Recalling Noticing Similarities Inferring Effects Concluding	
6. The state licensing for certain jobs will be studied by the students. CO: Career Packet	6. Observing Recalling Questioning	

7-8 CONCEPT III: CAREER CHOICE AFFECTS THE INDIVIDUAL'S TOTAL LIFE

GOAL: Career development is a life long process and refers to a constellation of events, circumstances and experiences of an individual as he makes decisions as a prospective or actual member of the work force. Ones career involvement affects ones total life within the family, community and work world. The process of occupational choice will, for most individuals, occur more than once during their working lives.

OBJECTIVE	PROCESS	OUTCOME
7-8.31: In order to determine if the choice, to take math or not to take math in school, effects ones career, the students will formulate a plan of research, will construct a research instrument, and will evaluate the results through the application of mathematical process.	7-8.311: Students will identify factors that effect the process of career choice. As a process career choice is "reasoned" only if it is based upon knowledge about self and the work world.	75% of the students will be able to list orally or in written form five factors that influence career choice
	7-8.312: Students will research how Math has influenced the careers of people of the community by compiling information received from a devised Math-Career Questionnaire.	Students will gain knowledge of the influence Math has had upon career choices as evidenced by the completion of the survey data into a meaningful report. EVALUATION: The Completed Results of the Research. COMMENTS:

ACTIVITIES - RESOURCES	THINKING SKILLS	CONTENT AREA
1. Students will gain a perspective of personal direction by completing activities concerning "Where Am I Going?" CO: Career Education Program, Saltzmen, Unit I, Lesson 1 "Where Am I Going?" Lesson V "You and Your Career Plans" The Psychology of Careers, Super, Part III "The Dynamics of Vocational Development" LC: Video Cassette "How Do You Get There" 30 min.	1. Observing Recalling Inferring Effects Inferring Feelings Concluding Generalizing	Mathematics Department
1. Through small-group decision making, students will determine the objectives of this research and will write their objectives collectively. Resource Guide pp. 49	1. Observing Recalling Concluding Generalizing Making Choices	
2. Students will be given information concerning the use of surveys in research and the statistics applied to survey data in order to reach meaningful conclusions. Models may be had using consumer reports from the Dept. of Agriculture.	2. Observing Recalling Concluding Generalizing Questioning	
3. Students will contribute questionnaire items, prepare the questionnaire and mail to a random sampling of people in the community. Telephone Directory, local Examples: Resource Guide pp. 100-101	3. Concluding Generalizing Anticipating Making Choices	
4. As questionnaires are received, students will compile the data and apply the necessary mathematical processes for making the results meaningful, e.g. make charts and graphs	4. Observing Inferring effects Concluding Grouping Classifying	

OBJECTIVE	PROCESS	OUTCOME
	7-8.312: Students will research how Math has influenced the careers of people of the community by compiling information received from a devised Math-Career Questionnaire.	Students will gain knowledge of the influence Math has had upon career choices as evidenced by the completion of the survey data into a meaningful report.
	7-8.313: Students will study the careers that relate to Mathematic subject matter.	75% of the students will be able to list the recommended Mathematical requirements for the pursuit of five related Mathematical careers. EVALUATION: The Completed Results of the Research. COMMENTS:

ACTIVITIES - RESOURCES	THINKING SKILLS	CONTENT AREA
Continued 5. The report of the data will be discussed as it relates to career choice, the influence of Math, etc.	5. Observing Recalling Inferring Effects Concluding	
1. Students may divide into groups to study careers related to specific categories or clusters of jobs that employ the use of Mathematics. CO: An Analysis of Fifteen Career Clusters, U.S. Dept. of Labor "Business and Office Cluster" "Marketing and Distribution" "Transportation" Encyclopedia of Careers, Vol I, Ferguson "Banking Industry" "Banking" "Brokerage and Investments" "Data Processing Industry" "Insurance" "Management" "Real Estate" "Mathematics" Job Family Series: SRA Jobs in Mathematics Jobs in Clerical Work Opportunities in Mathematics Careers, Gehman Office Occupations, Popham Encyclopedia of Careers, Vol II Dictionary of Occupational Titles LC: Video Cassettes 30 min. ea. "Careers in Business & Office Occupations" "Careers in Sales - The Joy of Selling" L: Chronical Guidance Kit Vocational Biographies Vocational Guidance in Card Catalog Current Reader's Guide Index Resource Guide: p. 102	1. Observing Recalling Noticing Differences Noticing Similarities Classifying Grouping Labeling	Mathematics Department

OBJECTIVE	PROCESS	OUTCOME
	7-8.313: Students will study the careers that relate to Mathematic subject matter.	75% of the students will be able to list the recommended Mathematical requirements for the pursuit of five related Mathematical careers. EVALUATION: The Completed Results of the Research. COMMENTS:

ACTIVITIES - RESOURCES	THINKING SKILLS	CONTENT AREA
Continued...		
2. Students will review broad general occupational areas and identify abilities, aptitudes, interest and values required of those areas of work. CO: Choosing Your Career, Ed.Serv. "The World of Work" Occupational Outlook Handbook, U.S. Dept. of Labor Handbook of Job Facts, SRA LC: Career Tapes, (interviews) L: Occupational Outlook Handbook, U.S. Dept. of Labor Chronical Guidance Kit Vocational Biographies	2. Observing Recalling Noticing Similarities Concluding Generalizing Grouping Noticing differences	

OBJECTIVE	PROCESS	OUTCOME
7-8.32: The students will recognize that career preparation includes learning those skills necessary for successful home and family living as well as job entry for both sexes as demonstrated by their ability to apply their job-related skills to the completion of a product and to compute a cost plus profit for that product.	7-8.321: Students will gain "hands on" experiences for the development of skills necessary for successful home management as well as employment entry.	All the students will complete a food product or clothing product, compute a cost plus profit price for the product. All students will become aware that successful home management is dependent upon wise consumer choices as measured by their expressing acceptance and verbally, supporting the viewpoints of same. EVALUATION: Finished product with completed cost-plus profit analysis. COMMENTS:

ACTIVITIES - RESOURCES	THINKING SKILLS	CONTENT AREA
1. Students will discuss how the skills learned and the tools used in the preparation of food is related to selected careers. CO: An Analysis of Fifteen Occupational Cluster, U.S. Dept. of Labor "Consumer and Homemaking Careers". Home Economics Related Occupations, Kupsinel, Interstate Printers, Ill. New Phase in Home Economics Occupations, Louisiana, State Dept. of Public Instruction Chronicle Guidance Kit Desk Top Career Kit Work: Career Kit Encyclopedia of Careers, Vol I, Ferguson, "Food Processing Industry" pp. 285-292, "Hotel Motel Industry" pp. 325-334, "The Packaging Field" pp. 485-492, "Restaurant Business" pp. 617-624. "Retailing" pp. 625-634 Encyclopedia of Careers, Vol II CO & L: Occupational Outlook Handbook, U.S. Dept. of Labor L: Vocational Biographies Chronical Guidance	1. Observing Recalling Inferring Effects Grouping Classifying	Home Economics Department
2. Students will trace an ingredient (i.e. chocolate) back to its origin naming all the occupations involved in getting the product to the consumer. (If milk shakes were made in class, one student might take milk, another vanilla, another sugar, etc.)	2. Observing Recalling Ordering	
3. Using the end product of a dish prepared in class, the students will list all groceries needed to prepare the dish; go to the grocery store to find today's prices, to compute the cost of the list.	3. Observing Noticing Differences Noticing Similarities Concluding	

OBJECTIVE	PROCESS	OUTCOME
	7-8.321: Students will gain "hands on" experiences for the development of skills necessary for successful home management as well as employment entry.	All the students will complete a food product or clothing product, compute a cost plus profit price for the product. All students will become aware that successful home management is dependent upon wise consumer choices as measured by their expressing acceptance and verbally, supporting the viewpoints of same. EVALUATION: Finished product with completed cost-plus profit analysis. COMMENTS:

ACTIVITIES - RESOURCES	THINKING SKILLS	CONTENT AREA
Continued		
4. Students will compute the amount for which end product would have to be sold in order to make a profit (i.e. cake, etc.)	4. Generalizing	
5. The manager of the school cafeteria, a local restaurant, motel, etc. may discuss the processes involved in running their establishments and/or personnel involved in the management.	5. Observing Recalling Questioning	
6. Students will study related occupations to the sewing unit of home economics. (same resources as number one with the following exceptions.) CO: Encyclopedia of Careers, Vol I "Apparel Industry" pp. 93-102, "Textile Industry" pp. 681-692 L: Vocational Biographies	6. Observing Recalling Inferring Effects Grouping Classifying	
7. Students will plan the furnishing of one room in the house and will compute the cost of that one room. Sears Catalogues Montgomery Ward Catalogues	7. Observing Concluding Grouping Making Choices	
8. Students will figure cost of a garment made plus a reasonable profit (hours spent, labor involved, etc.) if the garment were sold. This price should be compared to the cost of a similar article in a store or catalogue.	8. Observing Recalling Concluding Anticipating	
9. During the clothing unit, students will be divided into small groups, each group will take some phase of manufacturing (i.e. design, fashion, production, merchandizing, etc.) The groups will share information learned with other groups. CO: Career Clusters: An Introduction to Related Occupations, Tape #15 "Consumer and Homemaking Careers"	9. Observing Recalling Noticing Similarities Grouping Classifying Concluding Generalizing Questioning	

OBJECTIVE	PROCESS	OUTCOME
	7-8.321: Students will gain "hands on" experiences for the development of skills necessary for successful home management as well as employment entry.	All the students will complete a food product or clothing product, compute a cost plus profit price for the product. All students will become aware that successful home management is dependent upon wise consumer choices as measured by their expressing acceptance and verbally, supporting the viewpoints of same. EVALUATION: Finished product with completed cost-plus profit analysis. COMMENTS:

ACTIVITIES - RESOURCES	THINKING SKILLS	CONTENT AREA
9. Continued.... L: Vocational Biographies LC: "Babysitting: The Job - The Kids" Guidance Associates, 2 filmstrips, 2 cassettes (K-47)		
10. Students will make a display of their finished projects with each labeled with related careers in the Library/Learning Center.	Concept labeling	

7-8.4 CONCEPT IV: A SATISFYING CAREER CONTRIBUTES TO MENTAL HEALTH

GOAL: Work can be meaningful, fulfilling and satisfying for every individual or it can be the opposite. If one parallels work tasks with their work values, aptitude and interests, satisfaction is more probable than if one does not.

OBJECTIVE	PROCESS	OUTCOME
7-8.41: 75% of the students will be able to recognize the importance of physical, mental, and emotional health for preparation of life and a career by identifying their own needs to be fulfilled in order for a work satuation to be satisfying to them.	7-8.411: Students will identify the criteria of a physically, mentally and emotionally,healthy person.	75% of the students will be able to define physical, mental and emotional health and describe the relationship it has on a satisfying career by completing seven of ten open ended sentences on a post test instrument.

ACTIVITIES - RESOURCES	THINKING SKILLS	CONTENT AREA
1. The teacher (or consultant) will lead a classroom discussion concerned with the attributes of a healthy person. CO: Career Exploration and Planning, Shertzer, Chpt. 4, "Understanding Behavior Part I," Chpt. 5, "Understanding Behavior Part II," Chpt. 6, "Exploring Teenage Concerns and Problems," corresponding workbook exercises (IBDO) L: See Dewey section 160,177 and 170 Pamphlets: The National Assn. for Mental Health, Inc. 10 Columbia Circle, New York 19, NY The Hogg Foundation for Mental Health University of Texas, Austin 12, Texas U.S. Dept. of Health, Education and Welfare Public Health Service, National Institute of Mental Health, Chevy Chase, Maryland 20203 Texas State Dept. of Health Division of Mental Health, Austin, Texas The Texas Dept. of Mental Health and Mental Retardation, Regional Coordin. P.O. Box 5214 Village Station, Midland, Texas Resource Guide: p. 103	1. Observing Recalling Inferring Effects Inferring feelings Concluding Generalizing Questioning Inferring Causes Anticipating	Physical Education Dept.
2. Through small-group discussions the students will identify some emotional/behavioral problems and discuss alternative actions to solve the problem. These discussions should include how the problem would effect ones work. Resource Guide: p. 104 Video Tape: AISD Media Center "Careers in Personal Service CO: "Understanding your Emotions," Guidance Asso. (filmstrips/records) SRA Pamphlets: Your Problems and How to Handle Them Emotional Problems of Illness Your Behavior Problems	2. Observing Recalling Inferring Effects Inferring Feelings Concluding Questioning Inferring Causes Anticipating	

OBJECTIVE	PROCESS	OUTCOME
	7-8.411: Students will identify the criteria of a physically, mentally and emotionally, healthy person	75% of the students will be able to define physical, mental and emotional health and describe the relationship it has on a satisfying career by completing seven of ten open ended sentences on a post test instrument.

ACTIVITIES - RESOURCES	THINKING SKILLS	CONTENT AREA
2 Continued... The Coping With Books: Easing the Scene Can You Talk with Someone Else I'd Rather Do It Myself Coping With Cliques Parents Can Be Problems Living With Loneliness LC: World of Work, McGraw-Hill "Keeping the Job" booklets Resource Guide: pp 104		
3. Students will participate in games, discussions and learning tasks that identify the attributes to the fulfillment of worker's needs. CO: Life Career Game, Palo Alto Calif. Resource Guide: pp 107-110	3. Observing Recalling Noting Differences Noting Similarities Inferring Effects Inferring Feelings Concluding Generalizing Questioning Concept Testing Inferring Causes Making Choices	
4. Students will prepare a sequence of "on the street" interviews of a roving reporter stopping people on their way to work to inquire, "How does physical fitness contribute to your daily work or life?" (i.e. brick mason, model, photographer, postman, senator)	4. Observing Recalling Inferring Effects Concluding Generalizing Questioning	

OBJECTIVE	PROCESS	OUTCOME
	7-8.411: Students will identify the criteria of a physically, mentally and emotionally, healthy person.	75% of the students will be able to define physical, mental and emotional health and describe the relationship it has on a satisfying career by completing seven of ten open ended sentences on a post test instrument.

ACTIVITIES - RESOURCES	THINKING SKILLS	CONTENT AREA
5. Continued... Speakers from the community, or a research of viography, or live interviews could seek information concerning how people keep physically fit and how that relates to work out-put. Resource Guide: p. 112 Career Packet: CO	5. Observing Inferring Effects Concluding Generalizing	
6. Students will discuss sources of help for one who experiences physical, mental or emotional poor health emphasizing the fallacy of the stigma placed on seeking mental/emotional help.	6. Questioning Grouping Inferring c cause and effects Concluding Generalizing	
7. Students may tour the local hospitals, clinics with the school nurse as a guide to discuss the health related occupations observed.	7. Observing Questioning	

OBJECTIVE	PROCESS	OUTCOME
7-8.42: 80% of the students will be able to relate physical education skills to skills needed for preparation for various, related careers as well as for recreational/ leisure time pursuits by identifying five examples of each.	7-8.421: Students will become aware that physical education provides opportunities to learn skills to be used for recreational or leisure time pursuits as well as the pursuit of health and has relevance to health related occupations.	80% of the students will be able to name five places recreational/leisure skills can be learned in the local community and will be able to name five related occupations. The students will be able to name five health related occupations practiced in the local community as demonstrated in oral or written form. EVALUATION: Oral or Written Test COMMENTS:

ACTIVITIES - RESOURCES	THINKING SKILLS	CONTENT AREA
1. Students will receive information concerning health and physical education related occupations. CO: Career Education in the Middle/Junior High School, Evans, Hoyt, Mangum Chpt. 4 "Physical Education Profiles" Texas Health Association, Health Careers Programs and literature, Austin, Texas An Analysis of Fifteen Occupational Clusters, U.S. Office of Education Career Clusters: An Introduction to Related Occupations, "Hospitality and Recreation Careers" (tape) Occupational Outlook Handbook, U.S. Dept. of Labor, "Health Service Occupations" SRA Pamphlets: You and Your Health Enjoying Leisure Time Choosing Your Career, Ed. Serv. "Your Physical Fittness" L: Video Cassette "Careers in Allied Health Services: 30 Min.	1. Observing Recalling Noticing Similarities Grouping Classifying	Physical Education
2. Students will list activities they would enjoy during a life time and discuss where and how they could learn the skills to pursue the activity. CO: Career Packet	2. Ordering Concluding Generalizing Questioning Anticipating Making Choices	
3. Students will use a city map to locate all available places an adult could pursue recreational or leisure activities. Map: Andrews County Chamber of Commerce A tour may be made of the facilities.	3. Observing Recalling	
4. Students will have opportunities to choose from mini-courses offered within the P.E. Dept. where they can develop skills for different recreational/leisure time pursuits.	4. Making Choices	

OBJECTIVE	PROCESS	OUTCOME
	7-8.421: Students will become aware that physical education provides opportunities to learn skills to be used for recreational or leisure time pursuits as well as the pursuit of health and has relevance to health related occupations.	80% of the students will be able to name five places recreational/leisure skills can be learned in the local community and will be able to name five related occupations. The students will be able to name five health related occupations practiced in the local community as demonstrated in oral or written form.

ACTIVITIES - RESOURCES	THINKING SKILLS	CONTENT AREA
5. Continued... Students will discuss how individual difference is expressed in ones choice of recreation/ leisure activities. Resource Guide: pp 111-115	5. Noticing Differences Noticing Similarities Concluding Classifying Making Choices	

OBJECTIVE	PROCESS	OUTCOME
7-8.43: Students will observe and recall materials related to a study of the changing role of women in the world of work in order to recognize the expanded career opportunities open to women and to encourage them to reach beyond the triditional in their pursuit of a satisfying career.	7-8.431 Students will study the changing role of women, Civil Rights and Equal opportunity as they relate to the expansion of the alternatives open to women.	75% of the students will be able to state orally or in written form the two main reasons why more career alternatives are open to women than has been traditionally in years past. EVALUATION: Oral or Written Recall Examination COMMENTS:

ACTIVITIES - RESOURCES	THINKING SKILLS	CONTENT AREA
1. Students will be given an overview of "women in the world of work" with emphasis upon the changing roles of women. CO: Pamphlets: Women Bureau of the U.S. Dept. of Labor; U.S. Government Printing Office, Washington, D.C. 20402 Occupational Outlook Handbook, U.S. Dept. of Labor, "Tomorrows Jobs by Sex" pp. 16 Handbook of Job Facts, SRA Assertive Training for Women, Wrenn Texas Personnel and Guidance Journals L: Women in Today's World, Alexander Chronicle Guidance Kit Professional: Section 701 opportunities for women U.S. Manpower Bulletins; U.S. Office of Labor Texas Employment Outlook, TEC Vocational Guidance Quarterly Resource Guide: pp 116-117	1. Observing Recalling	1. Physical Education
2. Students will receive knowledge of the Civil Rights of women workers and an overview of recent legislation relevant to womens rights. Senator Loyd Bentsen, or Senator John G. Tower; Senate Office Bldg., Washington, D.C. CO: TPGA - AVGA Journals Local lawyer/judge as speaker.	2. Observing Recalling	
3. Students will play games of famous women and their contributions to society. CO: Status of Women Committee, San Francisco, Calif L: "Women Who Win"	3. Observing Inferring Feelings Inferring Causes	

OBJECTIVE	PROCESS	OUTCOME
	7-8.431 Students will study the changing role of women, Civil Rights and Equal opportunity as they relate to the expansion of the alternatives open to women.	75% of the students will be able to state orally or in written form the two main reasons why more career alternatives are open to women than have been traditionally in years past.

ACTIVITIES - RESOURCES	THINKING SKILLS	CONTENT AREA
4. Continued... Students will hear women from the local community discuss their careers.	4. Observing Questioning	
5. Students will engage in activities from: CO: "Great Expectations" AAUW, San Francisco, Calif. How to Choose Your Work, Ella Stone Choosing Your Career, "Your Physical Fittness"	5. Observing Recalling Concluding Generalizing Classifying Making Choices	
6. Students will explore careers in which they express an interest. CO: Careers for Women in the 70's, U.S. Dept. of Labor Chronicle Career Kit: WORK KIT Desk Top Kit Career Guidance Briefs Encyclopedia of Careers, Vol. II CO - L: Occupational Outlook Handbook, U.S. Dept. of Labor	6. Observing Recalling	
7. Students will discuss the traditional, stereotyped careers for women and expose the underlying myths, attitudes, and misconceptions that has narrowed the perimeter of a woman's work world in the past to the new era of expanded opportunities for women today.	7. Noticing Differences Questioning Generalizing	

7-8 CONCEPT V: TECHNOLOGICAL AND SOCIOLOGICAL CHANGES ELIMINATE AND CREATE JOBS

GOAL: It is important that students widen their perception of the work world from a perceived few alternatives to a wide range of alternatives. The work world is complex, presenting many thousands of opportunities for job entry. To gain an understanding of the complexity, classification systems are used which place occupations in order by relationship. With this understanding of the work world combined with the understanding of self, the student will begin to organize this information into a rational and useful order.

OBJECTIVE	PROCESS	OUTCOME
7-8.51: 75% of the students will analyze various career classification and categorical systems to gain an understanding of the relationship among careers of a category, classification or cluster, and will apply this knowledge to their personal educational planning as demonstrated by their completion of the Educational Planning Sheet. (Hopefully, this knowledge will enable the students to make satisfactory adjustment to these plans in the future.)	7-8.511: Students will become aware of various methods of classification in order to acquire understanding of the relationship of careers.	75% of the students will be able to classify a list of careers as being technological - sociological with 80% accuracy. EVALUATION: Educational Planning Sheet COMMENTS:

ACTIVITIES - RESOURCES	THINKING SKILLS	CONTENT AREA
1. Students will be provided several lists, charts, graphs, etc. that give an overview of classifications. CO: Career Information in Counseling and Teaching, Isaacs on Chpt. II, "Theories of Career Development" Chpt. VI "Systems for Classifying Occupations" An Analysis of Fifteen Occupational Clusters, U.S. Dept. of Education, "Charts" Dictionary of Occupational Titles, U.S. Dept. of Labor, Vol. I How to Choose Your Work, Stone Section: "Classification of Jobs" Career Packet Resource Guide: pp. 118-120.	1. Observing	Science Department
2. Using charts and clusters, the students will discuss the relationship of careers and denote the differences as being related to level of education, aptitude, etc.	2. Observing Recalling Grouping Classifying	
3. Using the same charts, students will discuss careers that are relatively new and those that are becoming obsolete with emphasis upon "why". CO: Occupational Outlook Handbook, U.S. Dept. of Labor Book of Job Facts, SRA	3. Noticing Differences Inferring Effects Concluding Generalizing	
4. Using a particular cluster such as atomic energy or environmentalist area the students will discuss the reasons why new jobs were created and discuss why this creation may have deleted some existing careers.	4. Inferring cause and effect Generalizing Anticipating	
5. Using Roe's classification, relate her concept of work with people or things to technological-sociological classification. Students will classify a list of careers under these headings.	5. Observing Recalling Noticing similarities Classifying Noticing differences	

OBJECTIVE	PROCESS	OUTCOME
	7-8.511: Students will become aware of various methods of classification in order to acquire understanding of the relationship of careers.	75% of the students will be able to classify a list of careers as being technological - sociological with 80% accuracy. EVALUATION: Educational Planning Sheet COMMENTS:

ACTIVITIES - RESOURCES	THINKING SKILLS	CONTENT AREA
5. Continued.... CO: Career Information in Counseling and Teaching, Isaacson, Roe's Classification		
6. Using careers that relate to science the students will classify according to technological, sociological and DOT number. CO: Job Family Series: SRA Jobs in Electronic Data Processing Jobs in Social Work Jobs in Unusual Occupations Jobs in Psychology Jobs in Engineering Jobs in Technical Work Jobs in Outdoor Work Jobs in Science Social Work Careers, Anderson, Vocational Guidance Encyclopedia of Careers, Vol I LC: Discovery: A Career Education Program, "Other Career Fields", "More Career Fields" (filmstrips, paperback books) (K-97) Video Cassette: "Careers in Personal Service"	6. Recalling Classifying Grouping	

OBJECTIVE	PROCESS	OUTCOME
	7-8.512: Students will study Conventional, Enterprising, Investigative and Social Occupations and compare these classifications to technological-sociological classification.	Students will list five occupations of interest to them and classify them (as above) to the satisfaction of the teacher. (The purpose is not for memorizing any particular classification system but for awareness of many ways of looking at career relationships).

ACTIVITIES - RESOURCES	THINKING SKILLS	CONTENT AREA
1. Students will gain an overview of the Holland Classification and arrive at a definition of a conventional person and a conventional career. CO: Career Information in Counseling and Teaching, Isaacson, Chpt. II, "Theories of Career Development" (Holland) Career Exploration and Development, Shertzer, Chpt. II text and workbook, "Planning Your Vocational Development" Career Cluster: An Introduction to Related Occupations (Tape I)	1. Observing Recalling Noticing Similarities Noticing Differences Concluding	Science Department
2. Students will use spirit masters and transparencies, of Enterprising and Investigative Careers to discover the meaning of those classifications. CO: Career Education Program, Saltzman, Unit II Lessons: "You and Conventional Occupations" "You and Enterprising Occupations"	2. Observing Recalling Noticing Differences Noticing Similarities Concluding Generalizing	
3. Students will use suggested media and arrive at a definition of Social Occupations. CO: Career Education Program, Saltzman, "You and Social Occupations" People Who Help Others, Guidance Assoc. (filmstrip/tape) Career Clusters: An Introduction to Related Occupations, "Personal Service Careers and Public Service Careers" (tapes)	3. Observing Recalling Concluding Generalizing	
4. Using case study profiles, students will determine the classifications of the career choice made by the person and follow the discussion guides provided. CO: Career Education Program, Saltzman, Vol. II "The Arlene McClellan Case" "The Don Harrison Case" "The Eric Rogers Case" "The Ted Cleaver Case"	4. Observing Recalling Noticing Differences Noticing Similarities Concluding Classifying Generalizing	

OBJECTIVE	PROCESS	OUTCOME
	7-8.513: Students in the science mini-courses will explore careers directly related to the mini-course and will research one career of interest through the use of printed and non-printed information.	75% of the students will research a career of their interest and will demonstrate their knowledge through an oral or written report.

ACTIVITIES - RESOURCES	THINKING SKILLS	CONTENT AREA
1. To facilitate an overview of careers related to the mini-courses, students will be given a starter chart of careers related to the subject matter that require different levels of skill and preparation for job entry to which they will add as they engage in activities. Examples: CO: Mini-course: Meterology Encyclopedia of Careers, Vol I "Astronomy and Meterology" Occupational Outlook Handbook, "Physical Scientists" Mini-course: Ecology An Analysis of Fifteen Occupational Clusters, "Environment" Career Education in the Middle/Junior High School, "Science Profiles" Encyclopedia of Careers, Vol I "Chemical and Drug Industries" "Chemistry" Mini-course: Oceanography An Analysis of Fifteen Occupational Clusters, "Marine Science" "Marine Transportation" LC: Career Kit: "Oceanography" (tape) (The Counselor as a source for Career Clusters related to remaining mini-courses)	1. Observing	Science Department
2. Students will be given information concerning the scientific method of research; some representative samples of research with emphasis upon the importance of empirical data. Video Tape: AISD Media Center How Do You Get There?	2. Observing Questioning	
3. The students will discuss the concept: "empirical data is valuable to scientific research and is no less valuable to life decisions such as career choice." This idea will emcompass information about self and the world of work.	3. Observing Recalling Inferring Effects Inferring Feelings	

OBJECTIVE	PROCESS	OUTCOME
	7-8.513: Students in the science mini-courses will explore careers directly related to the mini-course and will research one career of interest through the use of printed and non-printed information.	75% of the students will research a career of their interest and will demonstrate their knowledge through an oral or written report.

ACTIVITIES - RESOURCES	THINKING SKILLS	CONTENT AREA
3. Continued.... CO: Counselors Source Book, Activity: "How to Study Occupations" Choosing Your Career, Ed. Serv. "A Practical Approach to Job Studies" "Occupational Survey Form" My Own Thing, SRA WORK Workbook "The Job Scene" and "Workscope Check List" How To Choose Your Work, Stone Part III Charting Your Job Future, SRA Planning My Future, SRA Finding Your Orbit, Chronicle Guidance	Concluding Generalizing	
4. Students will engage in a personal research of a career. CO: Work Kit: SRA Career Briefs Institude of Research Careers Kits: Houghton-Mifflin Encyclopedia of Careers Vol II Dictionary of Occupational Titles Desk Top Kit: Largo, Fla. L & CO: Chronicle Guidance Kit Occupational Outlook Handbook LC: Career Games and Tapes Resource Guide: pp. 121-125	4. Observing Recalling Grouping	
5. Students will follow-up their research by viewing a film, listening to a tape or playing a game in the Learning Center or classroom cluster.	5. Observing Anticipating Making Choices	

PROJECT CARE

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ANDREWS HIGH SCHOOL

CAREER READINESS

CAREER CONCEPTS

ANDREWS HIGH SCHOOL

CAREER EXPLORATION AND READINESS

1. INFORMATION ABOUT ABILITIES, APTITUDES, AND ACHIEVEMENT, AND ACCEPTANCE OF THIS INFORMATION HELPS INDIVIDUALS MAKE MORE REALISTIC CAREER DECISIONS.

2. INDIVIDUAL ATTITUDES AFFECT SUCCESS IN A CAREER.

3. EXPLORATORY WORK EXPERIENCE HELPS IMPROVE KNOWLEDGE ABOUT CAREERS.

4. A CAREER IS BUILT FROM A SUCCESSION OF JOBS WHICH TEND TO LEAD EACH INDIVIDUAL FROM THESE JOBS WHICH ARE PERSONALLY LESS SATISFYING TOWARD THOSE WHICH BRING MORE SATISFACTION.

5. GENERALLY THOSE WORKERS WHO ARE TRAINED, EXPERIENCED, AND PRODUCTIVE FIND THEIR WORK SATISFYING AND THEY WILL ALWAYS BE MORE IN DEMAND THAN THEIR OPPOSITES.

PROJECT CARE

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ANDREWS HIGH SCHOOL

CAREER READINESS

NINTH THROUGH TWELFTH GRADE

9.1 CONCEPT I - INFORMATION ABILITIES, APTITUDES, AND ACHIEVEMENT, AND ACCEPTANCE OF THIS INFORMATION HELPS INDIVIDUALS MAKE MORE REALISTIC CAREER DECISIONS.

GOAL: In order to understand how one's abilities, aptitudes and achievements relate to the world of work students must receive and understand his capabilities and limitations in order to make more realistic decisions.

OBJECTIVE	PROCESS	OUTCOME
9.11 As a result of career educational programs, the student will be able to give examples of how the understanding of specific knowledge is a means of achieving a particular career goal.	9.111 All high school students in homeroom classes will participate in a question and answer discussion on interpretation of ITED scores directed by the teacher.	Eighty percent of the students will be able to identify two areas of strength (by circling each) and one area of weakness (by marking with an "X") as indicated by the results of the ITED scores and will be able to match each area of strength to one career. EVALUATION: 80% of the students will identify two areas of strengths and one area of weakness from ITED results.

ACTIVITIES - RESOURCES	THINKING SKILLS	CONTENT AREA
9.111 1. Teacher leads discussion in an awareness session on importance of ITED test prior to administration of test. ITED Handbook	1. Observing differences and similarities Classifying Concluding	Homeroom
2. Print-out of ITED scores returned to student. On the print-out have each student circle two areas of strength and "X" the one weakness area. In the right hand corner of print-out have each student list one career that would match his/her areas of strength.	2. Observing differences & similarities Classifying Concluding	
3. SRA booklet- (WTEC) #5-1177 "Do Your Dreams Match Your Talents?" #5-1084 "Your Abilities"	3. Observing differences & similarities Classifying Concluding	

OBJECTIVE	PROCESS	OUTCOME
	9.112 Sophomore students and sampling of twelfth grade students will be given the Armed Services Vocational Aptitude Battery test.	Students will evidence awareness of the congruence of abilities and aptitude by their requests for additional information, guidance services, and assistance through the Career Center.

ACTIVITIES - RESOURCES	THINKING SKILLS	CONTENT AREA
9.112 1. Use "Test Your Own Career Aptitudes" (See Supplementary Materials pages 126-129	1. Observing Questioning Concluding Making Choices	Sophomore Class Sampling of Seniors
2. "Interest and Abilities Quiz" (See Supplementary Materials pages 130-131)	2. Observing Questioning Concluding Making Choices	
3. "Extra Curricular Activities and Interests" (See Supplementary Materials pages 132-136)	3. Observing Questioning Concluding Making Choices	
4. Career Center additional information	4. Observing Questioning Inferring effects Classifying Concluding Anticipating Making Choices	
5. WTEC: Film - "Aptitudes and Occupations" Filmstrip - "Preparing for the World of Work" KT7110 After viewing the films have students list as many aptitudes as they can for a given occupation. Then have them group and label these aptitudes.	5. Observe Recall Group Label	
6. Teacher presentation on initiative; show reference forms asking if the applicant shows initiative. Have students individually write short skit stressing initiative on the part of an employee.	6. Recalling Concluding Generalizing	

9.2 CONCEPT II -INDIVIDUAL ATTITUDES AFFECT SUCCESS IN A CAREER

GOAL: The goal is for the student to have knowledge and develop standards and practices of attitudes necessary for success in his chosen career.

OBJECTIVE	PROCESS	OUTCOME
9.21 After observing and participating in skits and role playing situations depicting various examples of different attitudes toward work, the student will identify and describe factors such as positive attitude, maximum effort (commensurate with ability) as keys to career success.	9.211 Through a unit on attitudes all students in ninth grade health classes will act out job situations involving initiative and assume at different times the role of employer and employee.	Ninety percent of the students will describe different attitudes toward work and be able to identify and describe the various factors which influence work attitudes. EVALUATION: 90% of the students will recognize different attitudes toward work and be able to identify them.

ACTIVITIES - RESOURCES	THINKING SKILLS	CONTENT AREA
9.211 1. Role play developed skits. Use "Personal Interview" or "Planning Your Interview" (See Supplementary Materials pages 139-147)	1. Recalling Generalizing Making Choices	Health Classes
2. Use "Broomstick" story to show initiative. (See Supplementary page 148) Discuss cause and effect relations. Let students pair up and choose which of their two skits they will role play. Prior to class pull out four students, (three employees, one employer) and explain "Broomstick" story. At close of period they will perform for class - allow time for discussion.	2. Observing Inferring cause and effects Concluding Concept testing	
3. Have students read print-outs of "Personal Interview" before doing skit.	3. Observing Recalling Concluding Inferring effects	
4. Use kit on Job Attitudes. J. C. Penney Co. (D.E. Department)	4. Recalling Concluding Classifying Noticing similarities and differences	
5. Have student fill out reference form on a classmate using form shown on page 152 Supplementary Materials to make them aware that attitude is included on most forms.	5. Observing Recalling Concluding Generalizing	
6. WTEC: Audio tape "Apply for a Job" KV72089		
7. WTEC: Filmstrip "Job Attitudes" KT71094 "Jobs for High School Students" KT71095		
8. Career Center: "Finding Your Job" Eye Gate		

OBJECTIVE	PROCESS	OUTCOME
	9.212 Through the use of a student-written short skit stressing initiative on the part of an employee, sophomore social studies classes will formulate a list of attitudes conducive to success in a career.	Seventy percent of the students will be able to list ten positive attitudes about work.

ACTIVITIES - RESOURCES	THINKING SKILLS	CONTENT AREA
9.212 1. Students in individual classes will make contact to invite local personnel director to talk to students about employee attitudes. Make video tape of personnel director's presentation. Use suggestions in Supplementary Materials pages 149-151. Do not establish any preconceived ideas as to what constitutes negative or positive attitudes. Personnel Director will show application forms and reference sheets to show importance of attitudes. Allow time for students to ask questions.	1. Making Choices Questioning Observing	Sophomore Social Studies
2. List characteristics of employee attitudes on blackboard or overhead projector.	2. Recall	
3. Administration of NASA attitude game (Q-1)	3. Making Choices Inferring effects Anticipating	
4. Your Attitude is Showing for supplemental reading (Career Center)		
5. Use "Getting It Together" - Career Education Resource Guide (D.E. Department)		
6. Employee Rating Scale (See Supplementary Materials pages 152-154.)		
7. Slides and records from J. C. Penney Company (D.E. Department)		

OBJECTIVE	PROCESS	OUTCOME
	9.212 Through the use of a student-written short skit stressing initiative on the part of an employee, sophomore social studies classes will formulate a list of attitudes conducive to success in a career.	Seventy percent of the students will be able to list ten positive attitudes about work.

ACTIVITIES - RESOURCES	THINKING SKILLS	CONTENT AREA
9.212 8. "Personal Values" Sterling Films, Raymer Educational Films, Inc., Houston, Texas WTEC: "What You Should Know Before You Go to Work" KT71091 Filmstrips: "Failure: A Step Toward Growth" "Getting and Keeping Your First Job" "Somebody's Cheating"		

9.3 CONCEPT III: EXPLORATORY WORK EXPERIENCE HELPS IMPROVE KNOWLEDGE ABOUT CAREERS

GOAL: To help students develop interest in their own future by providing exploratory work experiences through which they can gain knowledge about careers.

OBJECTIVE	PROCESS	OUTCOME
9.31 The student will have work experience in at least one club or class activity he chooses related to his abilities, interests and career goals upon high school graduation.	9.311 The Career Center will provide information and assistance regarding part-time employment for all students, and all students will file applications in the Career Center.	By the end of the 12th grade, 85% of the students not in vocational co-op programs will have actual work experience. EVALUATION: An (increased) number of inquiries directed to the Placement Center.

ACTIVITIES - RESOURCES	THINKING SKILLS	CONTENT AREA
9.311 1. Student go to the Career Center for: placement forms part-time job experience participation in co-op classes; from: local industry Industrial Commitee Texas Employment Commission	1. Observing Recalling Making Choices	1. All Classes
2. Have classes and clubs involve students in the following tasks: fund raising public relations salesmanship roleplaying	2. Recalling Noticing Differences and Similarities Generalizing Making Choices Concept Testing	
3. "The Job Box" Lear Seigler (Career Center)		

OBJECTIVE	PROCESS	OUTCOME
	9.312 All students will have opportunity to work in projects carried on by their respective classes and organizations.	By the end of the 12th grade, 90% of the students will show an increased participation in projects carried on by classes in order to gain work experience.

ACTIVITIES - RESOURCES	THINKING SKILLS	CONTENT AREA
9.312 1. Work experience: school store Halloween Carnival Prom preparations various class and club projects. In an inservice meeting class (club sponsors and officers) the necessity of some type of fund raising training for club members should be discussed. More effort is needed to involve students in school projects.	1. Observing Making Choices Concept Testing	1. All clubs Four class organizations
2. Have sales agent for a fund raising company in to speak to clubs.	2. Observing Questioning	
3. Film: "The Second Effort" (Texas Electric) Fund Raising, Inc. kit (D. E. Department)	3. Observing Inferring Effects Making Choices	

9.4 CONCEPT IV - A CAREER IS BUILT FROM A SUCCESSION OF JOBS WHICH TEND TO LEAD EACH INDIVIDUAL FROM THESE JOBS WHICH ARE PERSONALLY LESS SATISFYING TOWARD THOSE WHICH BRING MORE SATISFACTION.

GOAL: For the student to understand the necessity for having a satisfying job when setting his career goal.

OBJECTIVE	PROCESS	OUTCOME
9.41 The student will consciously plan toward a career which will be congruent with his claimed interests and abilities	9.411 From the homeroom subject, the homeroom class will develop a job cluster involving ten or more careers related to that subject area.	Using the Career Center, students in homeroom periods will research and report to the class on a career assigned to them by the teacher and show ten or more other vocations related to this career. EVALUATION: This is measured by evidence shown on Career Center Activity Report. Results on file in Career Center

ACTIVITIES - RESOURCES	THINKING SKILLS	CONTENT AREA
9.411 1. Students will make bulletin boards in each department area.	1. Observing Grouping Making Choices	Homerooms All content areas
2. Library research in jobs related to course.	2. Observing Noticing similarities and differences Making Choices Concept testing	
3. List the 15 clusters on the blackboard	3. Recall	
4. An Analysis of Fifteen Occupational Clusters Grayson County College		
5. See film on career related to your course. WTEC: "Making It in the World of Work" MP72043 "Skills for Progress" MP72043 "Choosing Your Career" KT70005 "World of Work" KT71075	5. Observing Making Choices	
6. Explain the cluster titles from U.S.O.E.	6. Classifying	
7. Students could be given, as an assignment in pairs, the tasks of determining what interests, aptitudes and training fit their cluster title.	7. Recalling Grouping Classifying	
8. May want to use Supplementary Materials pages 162-176.		
9. Dictionary of Occupational Titles, U.S. Department of Labor (Career Center)		
10. Use of Career$ Program		

OBJECTIVE	PROCESS	OUTCOME
	9.412 The sophomore English student will write a short story which shows the possible succession of jobs to get to his preferred career choice.	Eighty-five percent of the students in sophomore English classes will write an acceptable short story which portrays a worker whose experience in a variety of related occupations has prepared him for his present career.

ACTIVITIES - RESOURCES	THINKING SKILLS	CONTENT AREA
9.412 1. Investigate volunteer work and how it can lead to full time occupation.	1. Observing Noticing similarities and differences Inferring effects Concluding Generalizing	Sophomore English Class
2. Career Center for resources		
3. View Movie "New Horizons in Vocations"	3. Observing	
4. Interview workers - see "Worker Interview", Career Resource Guide. Use resource people in a discussion. (See Supplementary Materials pages 162-183, 171-174, 177-178	4. Observing Questioning Concluding Generalizing Concept testing	
5. Total class discuss the employment trends and outlooks in the various occupational areas.	5. Recall Noticing similarities and differences Inferring cause and effect Concluding Generalizing Questioning Concept testing	
6. "Adventures in Self-Discovery" Ron Willingham (Career Center)		

OBJECTIVE	PROCESS	OUTCOME
	9.412 The sophomore English student will write a short story which shows the possible succession of jobs to get to his preferred career choice.	Eighty-five percent of the students in sophomore English classes will write an acceptable short story which portrays a worker whose experience in a variety of related occupations has prepared him for his present career.

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ACTIVITIES - RESOURCES	THINKING SKILLS	CONTENT AREA
9.412 7. Students make a bulletin board showing old newspaper want-ads and new want-ads sections showing change. See "Meeting the Challenge of Change" in Career Resource Guide.	7. Observing Noticing similarities and differences Inferring cause and effect Concluding Generalizing	
8. See page 26 - High School 2.621 Guidance Program (Andrews Independent School District).	8. Inferring cause and effect Concluding Generalizing	

9.5 CONCEPT V: GENERALLY THOSE WORKERS WHO ARE TRAINED, EXPERIENCED, AND PRODUCTIVE FIND THEIR WORK SATISFYING, AND THEY WILL ALWAYS BE MORE IN DEMAND THAN THEIR OPPOSITES.

GOAL: For the student to gain knowledge about employer expectations in the world of work and be prepared to supply that knowledge to openings in the labor market.

OBJECTIVE	PROCESS	OUTCOME
9.51 The students will state generalizations about the need for training and the need for utilization of that training in order to realize personal satisfaction and to enhance his opportunities for work experience.	9.511 All freshman students in homeroom classes will write one job entry skill for which he is presently gaining experience after involvement in two or more of the activities.	Students can (orally or in written form) express experience gained. EVALUATION: Verbal expression by students.

ACTIVITIES - RESOURCES	THINKING SKILLS	CONTENT AREA
9.511 1. Recall from actual work experience.	1. Recalling	Freshman home-rooms
2. Students' own curriculum as related to job skills. Define job entry skill and give example from own curriculum.	2. Recalling Observing Noticing Differences and Similarities Concluding	
3. Filmstrip: "It's Your Future" Eyegate House (D. E. Department)	3. Observing	
4. Succeeding in the World of Work Kimbell, Grady and Ben S. Vineyard, Bloomington, Ill. McKnight and McKnight Publishing Company, 1970 (Career Center)	4. Observing	
5. Film: "When I'm Old Enough - Goodbye" Sterling Films Raymer Education Films, Inc., Houston, TX.	5. Observing	
6. Class discussion to include these topics: work experience skills required for the job - skills acquired in the job work conditions - salaries, time, etc. future work expectations future jobs they would want as a result of their experiences.	6. Observing Recalling Noticing Differences and Similarities Anticipating Concluding Generalizing	

OBJECTIVE	PROCESS	OUTCOME
	9.512 The teacher in sophomore English will provide pertinent information concerning workers who exhibit that they have had good training experience and are productive in their careers.	Each student will write a short story depicting a worker who is productive in his own career choice.

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ACTIVITIES - RESOURCES	THINKING SKILLS	CONTENT AREA
9.512 1. Define job entry skill and give example. In certain occupational areas a physical handicap is an obstacle for entrance.	1. Generalizing Recalling	Sophomore English
2. Each student will name a different job, listing on the board as named. Then, without duplication, each student will name one skill related to the selected jobs. Help students discover the way jobs are related - stress interest alone is not enough to qualify for a job.	2. Recalling Making Choices	
3. After they finish this activity, ask each student to verbalize a job entry skill he is present acquiring.	3. Concluding	
4. Bulletin board ideas. (See Supplementary Materials, pages 179-180.		
5. Discuss relationship of skilled training to job earnings. (See Supplementary Material pages 181-183.	5. Recalling Inferring Cause and Effects Concluding Generalizing	
6. Film: "What Good is School?" Singer Society for Visual Education, Inc., 1345 Diversey Parkway, Chicago, Illinois, 60614.	6. Observing Inferring Effects	
7. Have students use "Job Description Chart" or "Investigation of Occupations" (See Supplementary Materials pages 184-185.	7. Noticing Differences and Similarities	
8. "Choosing a Career" by Art & Design (Career Center)	8. Making Choices	
9. "Careers Kits" by Car-ers, Inc. (Career Center)		

OBJECTIVE	PROCESS	OUTCOME
	9.513 The counselor will hold group sessions with all freshmen students, providing information concerning required and elective courses.	Students will gain knowledge necessary for graduation and their chosen careers as evidenced by their four-year plan.

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ACTIVITIES - RESOURCES	THINKING SKILLS	CONTENT AREA
9.513 1. High School Handbook Course Description Four Year Plan Forms. 2. Department Chairman could meet with students and explain the value of their courses in diversified occupations.	2. Classifying Making Choices Concluding Generalizing	

OBJECTIVE	PROCESS	OUTCOME
	9.514 The teacher in sophomore English will discuss with students how to go about getting a job.	Seventy-five percent of the students will list the following steps necessary to obtain a job: (a) Social Security application; (b) Letter of application; (c) Resume; (d) Personal application; (e) Interview

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ACTIVITIES - RESOURCES	THINKING SKILLS	CONTENT AREA
9.514 1. Use want-ad from newspapers and let students pretend they are looking for a job. Discuss what courses from high school would help in getting preferred job.	1. Observing Noticing similarities and differences	Sophomore English
2. Discuss purpose and form of: Social Security Application Letter of Application Resume Personal Application Interview (See Supplementary Materials pages 186-197.)	2. Observing Inferring cause and effects Concluding	
3. See pamphlets in Career Center for ideas to do interview. (Role playing is good.)	3. Concluding Generalizing Concept testing	
4. Each student should have individual application blank to fill out. (See Supplementary Materials - pages 190-196.) Emphasize the importance of neatness, accuracy, completeness, and legibility. See "Job Hunting" - page 236 Career Education Resource Guide General Learning Corporation (Vocational Office)	4. Recall	
5. Pamphlets: "Do's and Don'ts of Mature Job Seekers" Texas Employment Commission "Sell Yourself" Texas Employment Commission "Look Your Best" National Association of Manufacturing "Applying for a Job" Employment Commission	5. Observing Concluding Generalizing	

OBJECTIVE	PROCESS	OUTCOME
	9.514 The teacher in sophomore English will discuss with students how to go about getting a job.	Seventy-five percent of the students will list the following steps necessary to obtain a job: (a) Social Security application; (b) Letter of application; (c) Resume; (d) Personal application; (e) Interview

ACTIVITIES - RESOURCES	THINKING SKILLS	CONTENT AREA
9.514 6. Films & kits (WTEC) "Your Job, Applying For It" "That Job Interview" "Your Job Interview"	6. Observing Concluding Generalizing	
7. Have each student complete a "job" folder with letter of application, resume, personal application and letters of reference.	7. Recalling Concluding Generalizing Concept Testing	

OBJECTIVE	PROCESS	OUTCOME
	9.515 The student in sophomore English will do simulated job interviews in group activities using a company concept.	The students will gain knowledge of the need for training and experience by working through or observing simulated interviews.

ACTIVITIES - RESOURCES	THINKING SKILLS	CONTENT AREA
9.515 1. Company concept material in Career Center.		
2. Role play interviews.	2. Observing Inferring Cause and Effect Concluding Generalizing Concept Testing Questioning	Sophomore English

APPENDIX

ELEMENTARY LEVEL

MONTHLY MONORITING REPORT

ELEMENTARY LEVEL

PROJECT CARE EVALUATION

PRINCIPAL'S MONTHLY MONORITING REPORT

Month_____

School_____

Principal_____

Concepts Completed

Teacher	#1				#2					#3					#4				#5				#6				
	Objective	Process	Process		Objective	Process	Process	Process		Objective	Process	Process	Process		Objective	Process	Process		Objective	Process	Process		Objective	Prgeess	Process	Process	
Kindergarten																											
Grade 1																											
Grade 2																											
Grade 3																											
Grade 4																											
Grade 5																											
Grade 6																											

PROJECT CARE ELEMENTARY EVALUATION

TEACHER'S MONTHLY MONORITTING REPORT

Month_____

Teacher_____

Grade Level Kindergarten

Concept #I	Completed (check)
Objective K.11	_____
Process K.111	_____
Process K.112	_____
Concept #IV	
Objective K.21	_____
Process K.211	_____
Process K.212	_____

PROJECT CARE ELEMENTARY EVALUATION

TEACHER'S MONTHLY MONORITING REPORT

Month_____

Teacher_____

Grade Level One

Concept #I	Completed (check)
Objective 1.11	_____
Process 1.111	_____
Process 1.112	_____
Process 1.113	_____
Concept #II	
Objective 1.21	_____
Process 1.211	_____
Process 1.212	_____

PROJECT CARE ELEMENTARY EVALUATION

TEACHER'S MONTHLY MONORITING REPORT

Month_____

Teacher_____

Grade Level Two

Concept #I	Completed (check)
Objective 2.11	_____
Process 2.111	_____
Process 2.112	_____
Process 2.113	_____
Concept #III	
Objective 2.21	_____
Process 2.211	_____
Process 2.212	_____

PROJECT CARE ELEMENTARY EVALUATION

TEACHER'S MONTHLY MONORITING REPORT

Month_____

Teacher_____

Grade Level Three

Concept #I	Completed (check)
Objective 3.11	_____
Process 3.111	_____
Concept #IV	
Objective 3.21	_____
Process 3.211	_____
Process 3.212	_____
Concept #V	
Objective 3.31	_____
Process 3.311	_____
Process 3.312	_____

PROJECT CARE ELEMENTARY EVALUATION

TEACHER'S MONTHLY MONORITING REPORT

Month_____

Teacher_____

Grade Level Four

Concept #I	Completed (check)
Objective 4.11	_____
Process 4.111	_____
Concept #II	
Objective 4.21	_____
Process 4.211	_____
Concept #IV	
Objective 4.31	_____
Process 4.311	_____
Process 4.312	_____
Process 4.313	_____

PROJECT CARE ELEMENTARY EVALUATION

TEACHER'S MONTHLY MONORITING REPORT

Month_____

Teacher_____

Grade Level Five

Concept #I	Completed (check)
Objective 5.11	_____
Process 5.111	_____
Process 5.112	_____
Concept #IV	
Objective 5.21	_____
Process 5.211	_____
Process 5.212	_____
Process 5.213	_____
Concept #V	
Objective 5.31	_____
Process 5.311	_____
Process 5.312	_____

PROJECT CARE ELEMENTARY EVALUATION

TEACHER'S MONTHLY MONORITING REPORT

Month_____

Teacher_____

Grade Level Six

Concept #I	Completed (check)
Objective 6.11	_____
Process 6.111	_____
Process 6.112	_____
Concept #III	
Objective 6.21	_____
Process 6.211	_____
Process 6.212	_____
Process 6.213	_____

MIDDLE SCHOOL

MONTHLY MONORITING REPORT

CAREER EDUCATION
MONTHLY MONITORING REPORT

CONTENT AREA	CONCEPT	OBJECTIVE	OBJECTIVE MEASURE	PROCESS	OUTCOME	ACTIVITIES	OTHER PROCESSES/ACTIVIES
Language Arts	7-8.1	7-8.11		7-8.111	%___	1 2 3 4 5	
		7-8.12		7-8.121	%___	1	
Arts		7-8.13		7-8.131	%___	1 2 3 4 5 6	
SOCIAL STUDIES	7-8.2	7-8.21		7-8.211	%___	1 2 3	
				7-8.212	%___	1 2 3 4 5 6	
				7-8.213	%___	1 2 3	
				7-8.214	%___	1 2 3	
ART BAND CHOIR SPEECH STRINGS	7-8.2	7-8.22		7-8.211	%___	1 2 3 4 5 6	
CVAE IA	7-8.2	7-8.23		7-8.231	%___	1 2 3 4 5	
				7-8.232	%___	1 2 3 4 5 6	
MATH	7-8.3	7-8.31		7-8.311	%___	1	
				7-8.312	%___	1 2 3 4 5	
				7-8.313	%___	1 2	
HOME ECONOMICS	7-8.3	7-8.32		7-8.321	%___	1 2 3 4 5 6 7 8 9 10	
Physical Ed.	7-8.4	7-8.41		7-8.4111	%___	1 2 3 4 5 6	
		7-8.42		7-8.412	%___	1 2 3 4 5	
		7-8.43		7-8.431	%___	1 2 3 4 5 6 7	
Science	7-8.5	7-8.51		7-8.511	%___	1 2 3 4 5 6	
				7-8.512	%___	1 2 3 4 5	
				7-8.513	%___	1 2 3 4 5	

HIGH SCHOOL

MONTHLY MONORITING REPORT

1974-75
CAREER DEVELOPMENT GUIDE EVALUATION
ANDREWS HIGH SCHOOL

	Objective	Process	Activity/Resource* (circle if from Guide)	Outcome/Evaluation (circle)
Language Arts	9.41	9.412	1,2,3,4,5,6,7,8	50%,60%,70%,80%,90%
	9.51	9.512	1,2,3,4,5,6,7,8,9	50%,60%,70%,80%,90%
	9.51	9.514	1,2,3,4,5,6	50%,60%,70%,80%,90%
	9.51	9.515	1,2	50%,60%,70%,80%,90%
Social Studies	9.21	9.212	1,2,3,4,5,6,7	50%,60%,70%,80%,90%
Health	9.21	9.211	1,2,3,4,5,6,7	50%,60%,70%,80%,90%
9th Grade Homeroom	9.51	9.511	1,2,3,4,5,6	50%,60%,70%,80%,90%
Other Homeroom	9.11	9.111	1,2,3	50%,60%,70%,80%,90%
	9.41	9.411	1,2,3,4,5,6,7,8,9,10	50%,60%,70%,80%,90%
Counselors	9.11	9.112	1,2,3,4,5,6	50%,60%,70%,80%,90%
	9.51	9.513	1,2	50%,60%,70%,80%,90%
Other (circle) classes,clubs	9.31	9.311	1,2,3	increase,same,decreas
	9.31	9.312	1,2,3	50%,60%,70%,80%,90%

*If activity or resource used is not from Guide, please give brief details:

REMARKS: _____

TEACHER'S NAME _____

SUBJECT _____ DATE _____

GRADE (circle ALL that apply) 9 10 11 12

Return to Mona Tinsley or J. F. Richardson